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ABSTRACT

The paper provides up-to-date factual information for first and second language acquisition and bilingualism for administrators, teaching staff, parents, students, and others concerned with this subject. The overview of present educational theories, research and development, practices, and legislation in the areas of language acquisition and language learning includes: (1) a general view of theories and research on language acquisition; (2) a review of conferences and experimental designs in some European and Latin American countries; (3) a summary of the 3 most relevant taxonomies of bilingual education to date; (4) a list of the 123 programs in this country designed specifically for Mexican American children; (5) discussion summaries of exemplary programs in the Southwest; (6) a description of the unique immersion program being implemented in Culver City, California; (7) selected excerpts from legislation dealing with bilingual education; and (8) general conclusions and recommendations. Among the general recommendations are: (1) planning of bilingual curriculum to provide for all bilingual students; (2) providing a program flexible enough for slow learners and bright students as well; and (3) having all universities in the Southwest offer a bilingual education major. The form used to gather information on exemplary bilingual programs is presented in the appendix. (NQ)

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A SYNTHESIS OF THEORIES AND RESEARCH ON THE EFFECTS OF TEACHING IN FIRST AND SECOND LANGUAGES

Implications for Bilingual Education

by

RICARDO J. CORNEJO

Director
System for Objectives-Based Evaluation
in Reading-Español
Center for the Study of Evaluation
University of California at Los Angeles

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This booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

Dedico este libro a mi madre,
mi esposa, mis hijas y mis hijos.

Every teacher knows that his pupils need intellectual stimulation, and that their emotional life also needs nourishment; that in some shadowy region between these two, there is an imagination which draws on both the cognitive and affective aspects of the psyche; and that ultimately this imagination is the true powerhouse of the mind-body complexes of thoughts and feelings that sit in desks in front of him (UNESCO, 1972).

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PREFACE

This monograph has been prepared to provide information in the area of first and second language acquisition and bilingualism. It has been assembled with the hope that it will provide up-to-date factual information for administrators, teaching staff, parents, students, and others concerned with this fascinating subject.

The readers are encouraged to consider this report as a telegraphic account of what is current in research and development in the area of language learning. It is also the hope of the author that those interested will expand their understanding of the subject by investigating the original sources of information.

Better informed educators will bring about improved educational practices, which should have an impact on the affective and cognitive growth of children.

R. Cornejo

Culver City, March 1974

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R. C.

INTRODUCTION

> Language is a potent force for national unity; for it is the reservoir of the traditions, the ideals, the common sufferings, and the proud achievements in the history of a people; it preserves that body of sentiments with which the members of a national group identify themselves and hence constitute a group separate from others. It has been the policy of conquering nations to suppress the language of the conquered national groups, and it has been the practice of the latter to resist vehemently such a suppression which would have led to assimilation (Seth Arsenian, 1945).

First and second language acquisition are two factors of human affective and cognitive growth which have intrigued and fascinated scholars and researchers through the centuries. The revival of the study of vernaculars and the emergence of the new concept of cultural pluralism have brought about a new awareness of language and its impact in human communication. Much has been theorized about the way language is learned and developed, but divergent and conflicting theories and opinions indicate that still practically nothing is known on the subject. Most theoretical constructs dealing with language and language acquisition come from the areas of linguistics, psychology, sociolinguistics, psycholinguistics, and anthropology.

The way people view a particular language has great implications in terms of the desire and motivations to learn that particular language. The psychological and sociocultural factors influencing language learning have been listed by Weinreich (1961) in terms of their significance for borrowing, linguistic code switching, transfer, and interference. Both individual and group aspects of language learning have been isolated as follows:

1. Factors within the bilingual person
    a. The speaker's facility of verbal expression in general and his ability to keep two languages apart
    b. Relative proficiency in each language

c. Specialization in the use of each language by topics and interlocutors
d. Manner of learning each language
e. Attitudes toward each language, whether idiosyncratic or stereotyped.

2. Factors within the bilingual group

f. Size of bilingual group and its sociocultural homogeneity or differentiation; breakdown into subgroups using one or the other language as their mother tongue; demographic facts; social and political relations between these subgroups
g. Prevalence of bilingual individuals with given characteristics of speech behavior (in terms of a through e above) in the several subgroups
h. Stereotyped attitudes toward each language ("prestige"); indigenous or immigrant status of the languages concerned
i. Attitudes toward the culture of each language community
j. Attitudes toward bilingualism as such
k. Tolerance or intolerance with regard to mixing languages and to incorrect speech in each language
l. Relation between the bilingual group and each of the two language communities of which it is a marginal segment (p. 378).

For an excellent and comprehensive analysis of the sociological and psychological implications of language contact and sociolinguistic interaction, see Haugen (1956), Weinreich (1966), and Fishman (1966).

The various studies dealing with thought processes and their interrelationship with language fluency and proficiency also advance theories and hypotheses to explicate second language learning. Carroll (1962) suggests that second language achievement varies as a function of (a) three learner characteristics: aptitude, general intelligence, and motivation; and (b) two instructional variables: the opportunity of the student to learn and the adequacy of presentation of the material to be learned.

Carroll's theories have enormous implications in terms of the education of linguistic ethnic minorities in the United States. Instructional variables are easy to measure and manipulate according to specific educational needs. However, learner characteristics are much more subtle and intangible. How are aptitude and intelligence really measured? What factors motivate children to learn? The specialized literature is full of opinions based on limited observations. Thus, Weinreich (1961) puts things in a more realistic perspective when he writes:

> Purely linguistic studies of languages in contact must be coordinated with extra-linguistic studies on bilingualism and related phenomena. Geographers and ethnographers have described bilingual populations; sociologists have examined the functioning of coexisting languages in a community. Jurists have studied the legal status accorded to minority languages in various states; the inquiries of educators interested in bilingual children and in foreign language teaching have stimulated psychologists to analyze the effects of bilingualism on personality. . . . The psychiatrist who, in generalizing about language disturbances of bilinguals, fails to make linguistically sound observations on his subject's speech behavior, undermines his conclusions in advance. Similarly, the linguist who makes his theories about language influence but neglects to account for the sociocultural setting of the language contact leave his study suspended, as it were, in mid-air (p. 379).

One aspect that has not been studied in depth in bilingual education is verbal interaction in the classroom. It is necessary to determine the kinds of linguistic patterns established by bilingual children when interacting with their bilingual peers, with their peers from another ethnolinguistic group, with their teachers, and with other members of the staff. This information is necessary in order to find ways to provide children with the best instructional milieu. Bernal (1972) makes this quite explicit in his article on cultural pluralism and cognitive styles.

> Children need exposure -- albeit controlled exposure in a supportive ambience -- to different ways of perceiving and learning so that they may find divergent ways of being and becoming in a pluralistic world (p. 45).

The concept of a pluralistic world (or pluralistic society) will permeate American education in the seventies. This is a radical departure from the idealistic but "non-practiced" philosophy of the melting pot doctrine.

Cultural diversity and learning styles of bilingual children have intrigued specialists for quite some time. Several Mexican American educators are now developing instruments to identify specific factors related to various learning styles in bilingual children. S. González (1972) encourages investigators to do in-depth analysis of this fascinating issue when he expresses his views on theories of learning styles:

> If cultural diversity does in fact influence the learning style of children, we must be ready to support this position with evidence obtained through rigorous research (p. 8).

Thus, research to determine variation in learning styles in children from different ethnolinguistic groups appears to be a challenging endeavor for researchers and educators concerned with improving the quality of bilingual-bicultural education of Spanish speaking children.

During the Bilingual Conference in Albuquerque, J. González (1973) presented some startling statistics which exemplify more than ever before the need for innovative curricula for bilingual children. He presented statistics as follows:

1. The number of English speakers in the Western Hemisphere is only slightly larger than that of Spanish speakers.
2. The U.S.A. already has the fifth largest concentration of Spanish speakers in the Americas.
3. In FY 1971-72 legal immigration from Spanish speaking countries was over 100,000.
4. The median age for Chicanos in the U.S. is 18.6 years of age. For Puerto Ricans it's 18, and for the white population, it's 28.
5. The birthrate of Spanish speaking groups in the U.S. is nearly twice as high as that of English speakers.
6. From 1968 to 1970 the total number of children attending public schools in the U.S. increased by about 3.5%. During that same period, the number of Spanish speaking children in school increased by approximately 13.6% (pp. 3-4).

González's documented statements no doubt will have great impact in the minds of those who are to make decisions about the education of Spanish speaking children. His statistics have educational, psychological, and sociological implications of tremendous significance. They present a challenge to the whole educational system of the country. This challenge has already been met by educators concerned with the education of minority children:

> At the heart of the challenge for a more human emphasis in education for the Mexican American was the unalterable belief of the Tucson educators involved in the survey that the Mexican American children <u>are not</u> deficient human beings, but rather that the schools, techniques, and materials are deficient and these <u>can be changed</u> (National Education Task Force de la Raza - National Education Association, 1973: p. 1).

The educators at Tucson in 1966 and at Albuquerque in 1973 strongly advocated bilingual education as one of the most significant innovations to improve the educational opportunities for bilingual children. Although

bilingual education has been both analyzed and misinterpreted in a variety of ways, its purposes as stated by Ballesteros (1973) appear to exemplify the most acceptable philosophy and the most sound approach to this innovative trend:

Bilingual education serves five positive purposes for the student and the school:

1. It reduces retardation through ability to learn with the mother tongue immediately.
2. It reinforces the relations of the school and the home through a common communication bond.
3. It projects the individual into an atmosphere of personal identification, self-worth, and achievement.
4. It gives the student a base for success in the field of work.
5. It preserves and enriches the cultural and human resources of a people (p. 5).

The bilingual child, bilingual-bicultural education, methodology, teacher training, evaluation, community participation, and affective and cognitive development of bilingual children are some of the most crucial factors for which educators and administrators will be accountable in the years to come. Innovative experimental designs need to be implemented in order to shed new light in the area of language acquisition and its implications for intellectual and affective growth.

Leyba and Guertin (1974) presented to the National Bilingual Planned Variation Workshop 12 assumptions which exemplify a new awareness in the perception of bilingual children, language acquisition, and bilingual education.

1. No one theory of language acquisition or methodology for teaching language is appropriate for all the complex skills associated with acquiring a first or second language.
2. Motivation is the key to learning and a child's self-concept is the key to motivation.
3. The language of the child is his way of perceiving himself and the world around him.
4. Prejudice and bias of teachers and school personnel affect the child's cognitive and affective development.
5. The language difference of the child does not imply a language deficit.
6. A new language is not a replacement but an alternate language to enrich the child's cognitive and social development.

7. Each child should acquire skills in using standard English in order to untie the mainstream of economic life to break their continuing cycle of poverty.
8. Bilingual-bicultural education programs should be implemented to include grades kindergarten or first grade to the twelfth grade.
9. Cultural pluralism as opposed to the melting-pot theory is a value to be encouraged in a democratic society which is in reality multicultural.
10. Culture has many components, one of which is language. Therefore, one can partially understand the culture of one's self or others without language, but language, to be properly learned, must be learned in the context of culture.
11. Language learning takes place in a social context reflecting on the dominance or subcominance of a given language. Therefore, the socioeconomic level of the child's family is a factor in language learning.
12. A school program must respond to the needs and values of its community as well as seek ways to improve the cognitive and affective development of the child (pp. 287-291).

The following chapters offer an overview of present educational theories, research, practices, and legislation in the areas of language acquisition and language learning. However, in areas as rich and broad as these, it is almost impossible to select those studies and opinions which represent valid theoretical speculations and reliable research studies.

Chapter I presents a general view of theories and research on language acquisition.

Chapter II presents a review of conferences and experimental designs in some European and Latin American countries.

Chapter III summarizes the three most relevant taxonomies of bilingual education to date.

Chapter IV lists the 123 programs in this country designed specifically for Mexican American children.

Chapter V presents discussion summaries of exemplary programs in the Southwest.

Chapter VI describes the unique immersion program being implemented in Culver City, California.

Chapter VII presents selected excerpts from legislation dealing with bilingual education.

Chapter VIII presents general conclusions and recommendations.

The Appendix presents the form that was used to gather information on exemplary bilingual programs.

CHAPTER I

THEORIES OF LANGUAGE ACQUISITION

> Language is without a doubt the most momentous and at the same time the most mysterious product of the human mind. Between the clearest animal call of love or warning or anger, and a man's least, trivial word, there lies a whole day of creation, or, in modern phrase, a whole chapter of evolution (Susanne K. Langer, 1962).

Research findings in the field of educational psychology, test results of verbal behavior in psycholinguistics and bilingualism, observations of psychologists, and the personal experience of laymen and educators have provided an extraordinary compilation of data on language acquisition and first and second language learning.

Teachers and researchers seem to agree that the early stages of development are the most appropriate for learning languages. François Gouin (1912: pp. 34-38) gives a fascinating account of the way a child learns to use language to transmit his emotions and ideas.

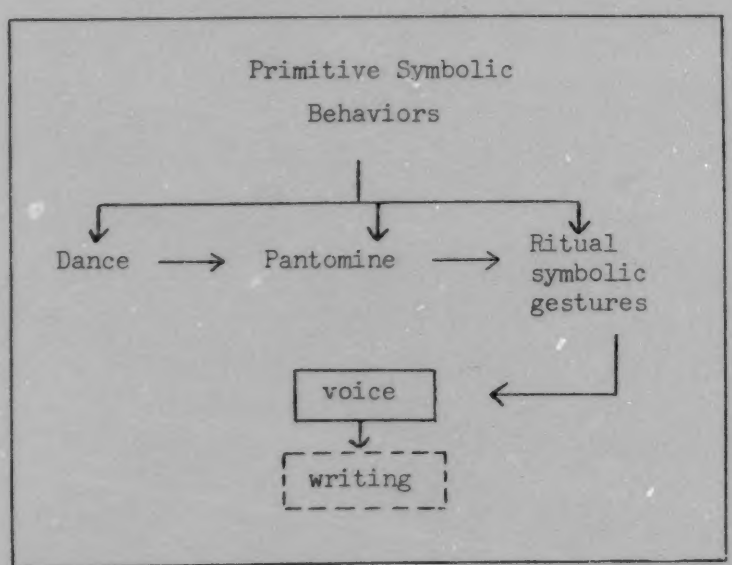
The capacity of small children for learning new languages is also described by the British psychologist, J. W. Tomb (1925):

> It is a common experience in the district of Bengal in which the writer resided to hear English children three or four years old who have been born in the country conversing freely at different times with their parents in English, with their ayahs (nurses) in Bengali, with the garden coolies in Santali, and with the house-servants in Hindustani, while their parents have learnt with the aid of a munshi (teacher) and much laborious effort just sufficient Hindustani to comprehend what the house-servants are saying (provided they do not speak too quickly) and to issue simple orders to them connected with domestic affairs. It is even not unusual to see English parents in India unable to understand what their servants are saying to them in Hindustani and being driven in consequence to bring along an English child of four or five years old, if available, to act as interpreter (p. 53).

Tomb adds that children possess what he calls a "linguistic intuition" to learn languages, a capacity that tends to diminish as they grow older.

p. 8 black

The ideas expressed by Tomb were analyzed and corroborated by psychologists and educators in later publications. Susanne Langer (1962: p. 94) compared Tomb's theory to her own ideas but indicated that, instead of having a linguistic intuition, children have, sometime in their lives, an "optimum period of learning." She contends that during childhood there is an optimum period for learning one or several languages. It is a stage when some inner impulses complement and reinforce each other. These impulses are as follows: (a) a lalling instinct (the capacity to produce initial speech units such as "la la la"), (b) an imitative impulse, (c) a natural interest in distinctive sounds, and (d) a great sensitivity to "expressiveness." Langer has hypothesized that speech must have developed in a human community where other basic forms of symbolism were already developed. According to Langer, after having developed such symbolic behaviors as dreaming, adhering to superstitions, and performing rituals, the primitive community was then able to develop language through a process that can be summarized in the following diagram:



According to this hypothesis, "voice," or human speech, is the last and the most sophisticated development of symbolic verbal behavior in homo sapiens.

Still another point of view is expressed by Penfield (1959: pp. 220-40), who has compared the learning habits of man to those of advanced animal species. He has stated that animals have some "racial memories" that guide them. These account for the ability of the horse to return home from any place to which it has been taken, the orientation capacity of the homing pigeon that enables it to return to its place of origin, and the radar-like orientation of bats. According to Penfield, man has not developed these capabilities, but he does have an invaluable asset -- the ability to learn. This ability enables the infant to develop his speech mechanism to full capacity. In the initial states of development the child learns the meaning of words. This process also seems to be typical in animals; but, at an advanced stage of development, the animal is left far behind because the child begins to speak. Penfield has written that the "direct" or "mother" method of learning a language at home is successful because of (a) a neurophysiological factor and (b) a psychological factor. The neurophysiological factor is important because the brain of the child has an "inborn" capacity for learning languages which diminishes with age because of the "appearance of the capacity for reason and abstract thinking." He mentions as an example immigrant families in which small children learn the new language in a relatively short period of time while the parents of the children struggle for years before being able to develop an incipient proficiency in the language. Penfield feels that the child's brain is plastic and moldable, as well as highly sensitive to recovery. He mentions cases of children who have been able to "relearn" their language after serious damage to the brain cortex. The child also has a "psychological urge" to learn a language because his learning is for him a method or technique for getting to know his environment, a way to meet his needs, and, finally, a means of satisfying his inborn curiosity and interest.

According to Penfield, there are two aspects in the language-learning process: the imitative and the inventive. The child starts by imitating his mother and other members of his environment but soon develops his own initiative in uttering sounds and meaningful speech segments. "The mother helps, but the initiative comes from the growing child" (p. 240).

Lenneberg (1960, 1967) approaches the study of language from a biological point of view. He states that the biological study of language is concerned mainly with the human brain. He indicates that in the biological approach to the study of language it is important to distinguish between "speech" and "language." He says that speech is the capacity to construct meaningful utterances. The importance of this separation lies in the fact that many human beings can produce speech sounds without expressing themselves in language patterns, while there are also many people who have never been able to speak and, nevertheless, have developed their capacity for language.

Lenneberg maintains that children will learn a language only if they are in an environment where they can hear and see people interacting through verbal behavior. He also indicates that language must be learned, which does not necessarily mean that it can be taught. He states that children have a biological capacity to learn a language. Thus, we do not "teach" children languages.

> There is a tendency, even among sophisticated social scientists, to regard language as a wholly learned and cultural phenomenon, an ingeniously devised instrument, purposefully introduced to subserve social functions, the artificial shaping of an amorphous, general capacity called "intelligence." We scarcely entertain the notion that man may be equipped with highly specialized, innate propensities that favor, and, indeed, shape the development of speech in the child and that the roots of language may be as deeply grounded in our biological constitution, as for instance our predisposition to use our hands. It is maintained that clarity on the problem of the biological foundation of language is of utmost importance in formulating both questions and hypotheses regarding the foundation, mechanism, and history of language (1960: p. 1).

Lenneberg advocates a biologically-based language acquisition theory. His theory is based on five biological premises, all empirically verifiable:

1. Cognitive function is species-specific.
2. Specific properties of cognitive function are replicated in every member of the species.
3. Cognitive processes and capacities are differentiated spontaneously with maturation.
4. At birth, man is relatively immature; certain aspects of his behavior and cognitive function emerge only during infancy.

5. Certain social phenomena among animals come about by spontaneous adaptation of the behavior of the growing individual to the behavior of other individuals around him (1967: pp. 371-73).

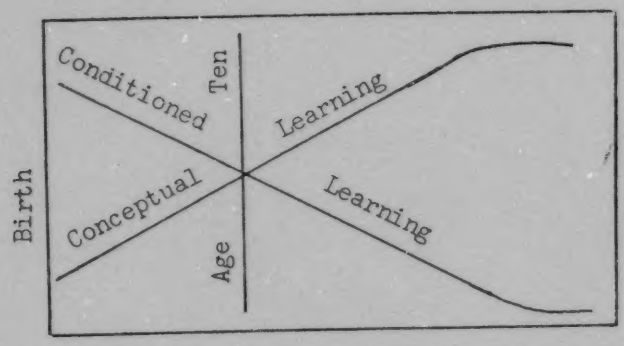
The implications are that the capacity for cognitive processes indicates the existence of a potential for language. This capacity develops as the result of physical maturation. Language acquisition and development is then, according to Lenneberg, the result of maturation and its interrelationship with environmental conditions. Adult language behavior is one of the most significant environmental conditions helping to shape the language of children.

The imitative and inventive aspects of language learning, as discussed by Penfield, have been extensively analyzed by specialists in the field of language acquisition. Leopold (1939-49) did extensive research on the development of language in bilingual children, and he arrived at the conclusion that imitation has a very limited impact on children's learning of a language. In another publication, he states that "pronunciation is the only part of language that is chiefly imitative" (1956: p. 3).

McCarthy (1954) expands on the ideas expressed by Leopold and states that phonological patterns are not developed through imitation but as the result of maturation.

> Most present-day psychologists seem to agree with the opinion of Taine (1876) that new sounds are not learned by imitation of the speech of others, but rather that they emerge in the child's spontaneous vocal play more or less as a result of maturation, and that the child imitates only those sounds which have already occurred in its spontaneous babblings (pp. 494-95).

Andersson (1960) states that there is an "optimum age" for learning a second language. According to his views, capacity for acquisition of language is optimum from early childhood to about the age of ten. He has theorized that "conditioned learning" is at its peak at birth and diminishes through the years, while "conceptual learning" is very weak at birth and increases with maturity. These two types of learning have what a statistician would call "negative correlation." Andersson summarizes his position in the diagram presented below (p. 303).



Learning Process Variables

In a later paper, Andersoon writes that "the best way to achieve a significant new advance in bilingual-bicultural education is to take full advantage of the prodigious learning potential of children between birth and age five" (1973: p. 3).

Because of the psychological input in language acquisition and language learning, knowledge of two related disciplines seems to be most appropriate to the study of language: linguistics and psychology. Accordingly, a new discipline has emerged under the name of psycholinguistics. Language has been studied in depth by anthropologists, sociologists, linguists, and psychologists. There seems to be a general consensus that language is not a static phenomenon but instead a dynamic, ever-changing process.

Two major approaches to the study of language have been identified in recent years: the learning theory approach and the linguistic approach.

The learning theory approach is exemplified in the theories of Skinner (1957), who cites the relevance of the stimulus-response associations and mediating processes in language learning. This position maintains that language is a learned behavior, a system of habits by means of which verbal behavior is developed through a continuum of stimulus-response-reinforcement patterns. Thus, motivation (drive) and reward (reinforcement) are the basic factors in the learning process.

The linguistic approach, on the other hand, contends that the human being has an innate propensity for language acquisition. Thus, language is a product of genetics and evolution, and the human organism has an inherent capacity to process linguistic data. Consequently, language is a structure of systematic interrelated units. The most controversial representative of the linguistic approach is Noam Chomsky (1959).

Skinner has tried to apply his theories of learning to language acquisition. He considers language behavior the result of operant conditioning. To him, speech is a response whose strength is determined by the value of the reinforcement applied to it. Consequently, demands, commands, and requests are reinforced by the satisfaction of specific needs.

> In all verbal behavior under stimulus control there are three important events to be taken into account: a stimulus, a response, and a reinforcement. These are contingent upon each other, as we have seen, in the following way: the stimulus, acting prior to the emission of the response, sets the occasion upon which the response is likely to be reinforced. Under this contingency, through a process of operant discrimination, the stimulus becomes the occasion upon which the response is likely to be emitted (1957: p. 81).

Chomsky, on the other hand, advocates the transformational theory of language acquisition.

> It seems plain that language acquisition is based on the child's discovery of what, from a formal point of view, is a deep and abstract theory -- a generative grammar of his own language -- many of the concepts and principles of which are only remotely related to experience by long and intricate chains of unconscious quasi-inferential steps. A consideration of the character of the grammar that is acquired, the degenerate equality and narrowly limited extent of the available data, the striking uniformity of the resulting grammars, and their independence of intelligence, motivation, and emotional state, over wide ranges of variation, leave little hope that much of the structure of the language can be learned by an organism initially uninformed as to its general character (1965: p. 58).

It is quite interesting to compare Chomsky's position in the 1960's with that of Langer in the 1940's. Chomsky indicates that the acquisition of language could be due to "millions of years of evolution or to principles of neural organization that may be even more deeply grounded in physical law" (1965: p. 59).

This chapter has attempted to present a compressed capsule of the speculations, theories, research findings, and controversies dealing with the fascinating topic of language acquisition. For an excellent report on the subject, the author recommends the article by Rodríguez (1971) in Aztlán.

The many points of view expressed and the extensive research being carried on in the area of language acquisition are a clear indication that it is still not known what language is, how it emerges and develops, or how it relates to the cognitive and affective development of children.

CHAPTER II

VERNACULAR AND SECOND LANGUAGE LEARNING ABROAD

> We take it as axiomatic that every child of school age should attend school and that every illiterate should be made literate. We take it as axiomatic, too, that the best medium for teaching is the mother tongue of the pupil (UNESCO, 1953).

The education of children in their own mother tongue has been one of the most serious concerns of educators all over the world for the last 30 years. There is consensus in the international academic community that children should begin their education in the language spoken by their parents at home. This premise, which is an ideal educational goal, faces various challenges in various countries: about one-half of the world population is illiterate, and an undetermined percentage of children at school age are not attending any school whatsoever. In addition, a high percentage of the children of the world are being taught in a language which is not their mother tongue or the dominant language of their community.

There are several hundred languages in the world which lack a written form. This makes literacy in those languages an impossibility and forces the educational system to impose on the children the use of a "lingua franca" as a medium of instruction.

On the other hand, economic, political, social, and even religious pressures prevent vernacular languages from achieving enough recognition and status to be used as educational vehicles.

The Paris, 1953, Meeting

As a result of the growing concern over the use of vernacular languages in education, a group of specialists met in Paris in November of 1953 to discuss these issues and make recommendations. The Paris meeting was the first meeting ever to take place in which educators made specific recommendations in favor of respecting and fostering the use of the mother tongue in the education of children living in areas where the

dominant language was not their mother tongue. The Paris meeting was to have profound repercussions in the shaping of educational thought and practice in the decades that followed. The presentations, findings, and recommendations were later published in a monograph, The Use of Vernacular Languages in Education (UNESCO, 1953), which has guided the thought and practice of bilingual education programs all over the world.

A summary of the recommendations made at the seminar is presented below:

1. The mother tongue is a person's natural means of self-expression, and one of his first needs is to develop his power of self-expression to the full.
2. Every pupil should begin his formal education in his mother tongue.
3. There is nothing in the structure of any language which precludes it from becoming a vehicle of modern civilization.
4. No language is inadequate to meet the needs of the child's first months in school.
5. The problems of providing an adequate supply of schoolbooks and other educational materials would be specially studied by UNESCO.
6. If the mother tongue is adequate in all respects to serve as the vehicle of university and higher technical education, it should be so used.
7. In other cases, the mother tongue should be used as far as the supply of books and materials permits.
8. If each class in a school contains children from several language groups, and it is impossible to regroup the children, the teacher's first task must be to teach all pupils enough of one language to make it possible to use that language as the medium of instruction.
9. A lingua franca is not an adequate substitute for the mother tongue unless the children are familiar with it before coming to school.
10. Adult illiterates should make their first steps to literacy through their mother tongue, passing on to a second language if they desire and are able.
11. Educational authorities should aim at persuading an unwilling public to accept education through the mother tongue, and should not force it.
12. Literacy can only be maintained if there is an adequate supply of reading material, for adolescents and adults as well as for school children, and for entertainment as well as for study.

13. If a child's mother tongue is not the official language of his country, or is not a world language, he needs to learn a second language.

14. It is possible to acquire a good knowledge of a second language without using it as the medium of instruction for general subjects.

15. During the child's first or second year at school, the second language may be introduced orally as a subject of instruction.

16. The amount of the second language should be increased gradually, and if it has to become the medium of instruction it should not do so until the pupils are sufficiently familiar with it.

17. Efficient modern techniques should be used in teaching the mother tongue and a foreign language. A teacher is not adequately qualified to teach a language merely because it is his mother tongue.

18. Where there are several languages in a country, it is an advantage if they are written as uniformly as possible.

19. For convenience of printing, languages should as far as possible be written with a limited set of symbols which are written in a single line.

20. For the needs of a polyglot state which is developing a national language, the materials for teaching the language should be simplified for instructional purposes, so that pupils may progress towards full mastery without having anything to unlearn (pp. 68-70).

UNESCO has collaborated extensively with countries trying to teach their children in their vernacular. It has also disseminated information on experimental programs all over the world.

Practically every country with bilingual communities is now experimenting with new approaches, methods, and techniques to educate bilingual children.

On the following pages, four experimental programs are summarized: two from Mexico, one from Ireland, and one from Canada.

The Tarascan Project

According to official census reports, approximately two million people in Mexico are reported to be monolingual in a specific native Indian language. More than 50 languages are spoken as vernacular tongues by the native population.

> The 15 languages listed with the largest numbers of monolingual speakers are: Nahuatl 360,000, Mixteco 125,000, Maya 114,000, Zapoteco 105,000, Otomi 87,000, Totonaco 59,000, Mazateco 56,000, Tzotzil 49,000, Mazahua 40,000, Tzeltal 35,000, Mixe 27,000, Huasteco 26,000, Chinanteco 20,000, Tarasco 20,000, Chol 19,000. People speaking these 15 groups constitute almost nine-tenths of all monolingual Indians (UNESCO Report, 1953: p. 77).

According to unofficial data gathered from various sources, the figures listed above have reportedly doubled in the last twenty years.

In 1939, the Departamento de Asuntos Indígenas (Department of Indian Affairs) organized a conference of specialists to design specific guidelines for the education of Indians in their mother tongue. This conference was the first serious attempt in the Americas to teach minority children in the language of their community. The conferences made various recommendations, of which four were extremely relevant in terms of subsequent developments: (1) encourage the scientific study of the Indian languages; (2) establish unified and easily learned alphabets for the separate languages; (3) produce primers for children and adults; and (4) organize literacy campaigns.

As a follow-up to the conference, the Consejo de Lenguas Indígenas (the Council of Indian Languages) was started, and the Tarascan project was designed as an experimental approach to the teaching of children in their home language.

One of the most astonishing aspects of this experiment is the reported reaction on the part of the various individuals concerned and the similar reaction that people in the United States would have toward bilingual education about 30 years later.

> The proposal to employ Tarascan in the schools was received with various reactions by the local people. Some Tarascans objected that this would interfere with the learning of Spanish, others welcomed the idea of having their native language expressed in writing. Non-Indians in the region were also divided, with some of the most influential and vocal persons opposed to the idea (Barrera-Vásquez, 1953: p. 81).

Teacher Selection and Preparation. Approximately 20 Tarascans of both sexes were recruited from the State Normal School, the school of Indians in Morelia, the one in Eroúgaricuaro, and the school in Pátzcuaro.

These young prospects were given an intensive preservice training course of one month in the areas of reading and writing in their mother tongue, reading methods, introduction to ethnology and linguistics, and cultural courses dealing with the traditions, myths, and legends of the Tarascan people. Among the specific tasks assigned during the training period were the following:

1. Translating texts from Spanish to Tarascan.
2. Making printscript letters.
3. Learning to set type and operate a printing press.
4. Learning to type and operate a printing machine.
5. Preparing artistic illustrations for publications.

Some of the reading materials prepared by linguists and teachers dealt with folk tales and legends; others were translations of official publications on health and sanitation.

At the end of the preservice training period the teachers were assigned to the various villages to start their teaching.

The Field Work. The villagers were taught to read and write Tarascan. Arithmetic concepts were also introduced. Classes for children took place in the morning, and the adults received instruction in the evening. Reading in Spanish was introduced after the bilingual students had already mastered the basic knowledge of reading in Tarascan.

Expansion of the Experiment. The success of the project made it possible for its advocates to obtain official support for its expansion. In 1945, the project became part of the program of the Instituto de Alfabetización para Indígenas Monolingües (Institute for the Literacy of Monolingual Indians).

In 1953, the project employed 80 bilingual teachers for some 63 schools called Centros de Alfabetizacion (Literacy Centers). However, the initial goal of the pilot project had changed drastically; a new policy was adopted in Mexico by means of which children of the Tarascan and other bilingual communities would be taught in their native language only as a bridge to the subsequent teaching of Spanish. Thus, a project that started as maintenance became transitional. Nevertheless, the Tarascan project served a very important function in opening the door to the teaching of subject matter in the vernacular in Mexico.

In the early 1950's, two more projects were in operation -- the Otomí and the Maya projects. In the 1960's, several other projects were started in the country, in the fashion of the original Tarascan project. (For more information on the Mexican bilingual projects see Castro de la Fuente, 1951.)

The Chiapas Experiment

This program was designed to explore the possibility and feasibility of teaching minority children how to read in their mother tongue rather than in the dominant language of the country. The program was tried among Indian tribes in the Highlands of Mexico, near the border with Guatemala. Its design, implementation, and research findings presented some extremely relevant data for incipient bilingual programs in the United States. As Modiano (1968) puts it in reporting the study, "Should Spanish speaking children receive all reading instruction in English, as is currently the practice, or should they first learn to read in Spanish?" (p. 32). Modiano indicates that learning to read in a second language differs from learning to read in the mother tongue because of factors such as culture, cognitive development, and the perception of objects and symbols.

In various bilingual programs throughout the world, two basic approaches to the teaching of reading have been used: (a) reading is taught in the vernacular and oral language skills are developed in the second language; (b) the teaching of reading in the second language (usually the national language) is delayed until students have mastered basic oral language patterns in that language. In the Chiapas experiment both approaches were used: (a) bilingual schools of the National Indian Institute taught reading through the vernacular; (b) federal- and state-sponsored schools taught reading in the national language.

The aim of the study was to find out which of the two approaches better prepared the students for reading comprehension in the national language. "Five schools representing each approach were tested in Chenalho and Oxchue and three per approach in Zinacantan, for a total of 13 schools per approach, or 26 in all"(Modiano, 1968: p. 38).

Teachers for the Institute schools were recruited from the local communities, while teachers for the federal and state schools were

recruited from recently graduating normal schools and also from the "mestizo" population. These teachers had a limited knowledge of the vernacular.

Curricular materials were selected from textbooks distributed nationally by the federal government.

When children learning to read in the vernacular were able to master their primers, they were transferred to first grade, where they continued to learn to read in Spanish (the national language). Children in the state and federal schools began their reading instruction in Spanish.

> In each tribal area students who had first learned to read in their mother language read with greater comprehension in the national language than did those who had received all reading instruction in the latter. The evidence of this study . . . shows that youngsters of linguistic minorities learn to read with greater comprehension in the national language when they first learn to read in their mother tongue than when they receive all reading instruction in the national language (Modiano, 1968: pp. 52-53).

The author ends her report by suggesting the implementation of an experimental design in which children of the minorities in the United States would be taught reading in their vernacular.

The Irish Experiment

In 1962, an experiment was conducted in the Republic of Ireland to test the relevance of teaching subject matter in a second language.

> One of the main objects of the survey was to determine certain effects of teaching arithmetic in Irish to children from English speaking homes. For this purpose five groups of English speaking children in fifth standard were tested, the essential difference between groups being in the number of years during which the groups had been taught arithmetic in Irish (Macnamara, 1966: p. 47).

The survey took place in "national schools" (public primary schools) in Ireland. Two samples of schools were chosen for the experiment. The first sample was taken from the following types of schools:

English speaking districts:

1. Arithmetic taught in English to all classes including infants
2. Arithmetic taught in Irish to infants only
3. Arithmetic taught in Irish to infants and first standard only
4. Arithmetic taught in Irish to infants through third standard only
5. Arithmetic taught in Irish to infants through fifth standard (all other subjects taught in Irish also)

Irish speaking districts:

6. Arithmetic taught in Irish to all standards

The second sample selection was "controlled." According to Macnamara, in the study the word "controlled" is used in accordance with Lindquist's definition: "A controlled sample is one in which the selection is not left to chance, but in which the distribution of some selected characteristic is made to conform to some pre-determined proportion" (Lindquist, 1940).

The survey used two arithmetic tests:

1. Schonell, Fred J., The Essential Mechanical Arithmetic Test, Form A (SMA).
2. Schonell, Fred J., The Essential Problem Arithmetic Test, Form A (SPA).

Both tests, SMA and SPA, were translated into Irish for the groups who had been taught in Irish in all standards. The SMA presented no translation problems, but "the translation of SPA, on the other hand, was a difficult task, complicated by the fact that in Irish there are dialectal variations in vocabulary and syntax" (Macnamara, 1966: p. 58).

The Irish language tests were especially prepared for the survey since the survey staff considered the extant tests unsatisfactory for the purposes of the study.

For the English language assessment, the Moray House English Test 14 (MHE 14) was selected. "The published norms for this test were based on complete year groups of children in Twelve Education Authority areas (urban and rural) in various parts of England and Scotland, a total of 12,937 children in all with approximately equal number of boys and girls" (Macnamara, 1966: p. 71).

As stated before, the main objective of the survey was to compare English speaking children who received instruction in Irish with English speaking children who received instruction in English. Thus, the language of instruction was the experimental variable. The comparison was made in English, Irish, and arithmetic.

The statistical design worked with the following variables:

1. Dependent variates, sets of scores obtained with each of these tests:

   SPA (problem arithmetic)
   SMA (mechanical arithmetic) Ys
   Irish
   MHE (English)

2. Independent variates, scores or assessments obtained under these headings:

   NVR (nonverbal reasoning) = X_1
   Socioeconomic status = X_2
   Rating of teaching skill = X_3

3. Experimental variates:

   Extent of teaching through Irish = X_4
   Step-function = X_5

Below is a summary of results, findings, and conclusions quoted from the book by Macnamara:

> The second object of the Irish survey was to compare the English attainments of Irish and British primary school children. For this reason care was taken selecting the schools of the first five linguistic groups (native speakers of English) that not only each group by itself but that the five groups as a whole should be as representative as possible of Irish national schools (p. 117).
>
> Our main purpose in comparing Irish and British children is to measure the effect of the Department of Education's Regulations for the teaching of Irish in national schools on the English attainments of native speakers of English (p. 117).
>
> In general, Irish children's performance on Moray House English Test 14 (MHE 14) was poor in comparison with that of British children on whose work the test was standardized. On an average, native speakers of English in Ireland answered 22 of the 120 questions in the text correctly (1966: p. 117).

It is important to mention here that Irish is a compulsory subject at all levels in the national schools, while English is compulsory in second and all higher standards. The teaching of English to infants was

forbidden in Irish schools for about two decades prior to 1948. That year the educational authorities approved the teaching of English in infant schools for one half hour per day. A very important factor to be considered is the status of the mother tongue and of the second language in the educational system of the country. For an excellent survey of this factor, see Languages in Contact by Uriel Weinreich (1966).

In Irish schools, then, Irish is the dominant first language. Below are quotations taken from Chapter 13, "Conclusion," in the book by Macnamara.

> Our own research adds to the already considerable evidence that there is a balance effect in language learning, at least where the time devoted to the second language is so extensive that the time available for the mother tongue is reduced. Native speakers of English in Ireland who have spent 42 percent of their school time learning Irish do not achieve the same standard in Written English as British children who have not learned a second language (estimated difference in standard, 17 months of English age). Neither do they achieve the same standard in Written Irish as native speakers of Irish (estimated difference, 16 months of Irish age). Further the English attainments of native speakers of Irish fall behind those of native speakers of English both in Ireland (13 months of English age) and in Britain (30 months of English age).
>
> Teaching arithmetic in Irish to native English speakers is associated with retardation in problem, but not in mechanical arithmetic. The retardation in problem arithmetic is estimated as about 11 months of arithmetic age. Teaching arithmetic in Irish does not, however, appear to have any effect, detrimental or beneficial on attainment in English.
>
> At present time there is a growing movement to teach a second language in primary schools, and even to teach some of the primary school subjects through the medium of the second language (1966: pp. 135-38).

These issues, the teaching of a second language, and teaching in a second language, have been analyzed in depth in the UNESCO Report (1963), where extensive data is presented about experiments taking place in Wales, Sweden, France, Germany, England, Argentina, the Soviet Union, and other countries in the world. Macnamara indicates that this movement toward

teaching subject matter in a second or foreign language is not based on educational research but, instead, is due to political, commercial, and cultural incentives.

John B. Carroll (1963) has analyzed this issue in much detail and presents some controversial ideas that the interested reader might like to explore. The limited scope of this monograph precludes discussion of the issue here.

Finally, Macnamara states:

> The Irish findings relating to the teaching of other subjects through the medium of the second language are particularly discouraging. For it seems that the teaching of mathematics, at least, through the medium of the second language does not benefit the second language, while it has a detrimental effect on children's progress in mathematics (1966: p. 137).

In the "Foreword" to the book cited above, Wallace E. Lambert, from McGill University, Canada, indicates that the studies in Quebec indicate that the "balance-effect" and the "instructional retardation" due to the teaching in a second language were not present in their findings.

On the following pages, the Quebec study will be summarized in the same fashion as the Irish study. In a later chapter the replications of the Quebec study taking place now in Culver City, California, will be presented in some detail. The reader will then have three studies to compare and from which to draw conclusions on the subject.

The Saint Lambert Study

The teaching of subject matter in a second language has fascinated researchers and educators for quite some time. As was reported in the preceding chapter, carefully designed experimentation has taken place in various parts of the world to test hypotheses concerning the feasibility of teaching content in a second or foreign language.

A basic question was asked by the investigators: "What would happen if children were to attend kindergarten and elementary school where a foreign or second language was used as the major medium of instruction?" (Lambert and Tucker, 1972: p. 1).

The basic idea in the Saint Lambert study was to develop linguistic proficiency in a second language by using that language as the medium of instruction in the content areas of the curriculum.

> Our major purpose was to assess and evaluate the impact of elementary schooling conducted primarily in a second language on the linguistic, intellectual, and attitudinal development of children. It was, then, to be a longitudinal, continuing study (1972: p. 8).

The children chosen to participate in the experiment were from middle class neighborhoods:

1. The experimental class was composed of 26 children coming from exclusively English speaking homes, in the suburbs of St. Lambert.
2. English Control Group I was composed of 22 children in the same school where the experimental class was located.
3. English Control Group II was composed of 26 children from a residential neighborhood in Montreal.
4. The French Control Group was composed of 22 children from middle class homes, attending a French-Catholic school, also in St. Lambert.

In September 1966, all children were tested for general intelligence. The test used was the Progressive Matrices developed by Raven (1956).

> The Raven test has proven to be one of the most reliable and valid measures of general intelligence, and since it is non-verbal in form, it is especially useful for comparing children from different ethnic and linguistic backgrounds (although, interestingly enough, it does have substantial intercorrelations with standard verbal measures of intelligence (Lambert and Tucker, 1972: p. 11).

Under the assumption that social status and financial situation of the family affect academic progress, the parents were interviewed to check the family's socioeconomic status. The interviews were centered upon six major subjects for ethnographic data:

1. Emphasis placed on education by influential figures in the child's environment
2. Quality of the child's linguistic environment
3. Availability and quality of guidance on matters related to school work
4. Enrichment of the child's home environment
5. Extent and nature of extracurricular activities undertaken by the family
6. Use of educational facilities: books, periodicals, literature, library, etc.

At the end of the first year, the children were tested for various skills in the English language. "The experimental class performs at the general average for their age level in English word knowledge and word

discrimination, both calling for reading skill in English; it is on tests of sentence and paragraph comprehension that they fall below the average. These findings provide strong evidence for a transfer of skills from French to English . . . " (Lambert and Tucker, 1972: p. 36).

The results of this experiment were different from those indicated by Macnamara. Lambert and Tucker state: "There is no evidence of intellectual confusion or retardation attributable to the training received. Neither is there any evidence at the time of grade I for an intellectual advantage attributable to their bilingual experience" (p. 240).

At the end of their fifth year, the English speaking children who had been taught in French showed normal, average gains in their educational attainment. "After five years, we are satisfied that the experimental program has resulted in no native language or subject matter (i.e., arithmetic) deficit or retardation of any sort, nor is there any cognitive retardation attributable to participation in the program" (Lambert and Tucker, 1972: p. 152).

Thus, the children in the experimental group showed the same level of proficiency in English as those taught in the conventional manner and also had great fluency in and understanding of the French language.

The Saint Lambert experiment appears to be the most reliable and comprehensive study intended to research the possible outcomes of teaching subject matter in a second language. This study is being replicated now in the Culver City School District in California. The Culver City experiment is treated later (see Chapter VI).

CHAPTER III

TYPOLOGIES AND TAXONOMIES OF BILINGUAL EDUCATION PROGRAMS

> What is needed for planning and research in bilingual education is not more and better definitions but a simple and complete typology based on the only common denominator -- the use of two or more languages (Mackey, 1970).

In the early 1960's, a number of bilingual programs were started as experimental pilot projects. Some of those projects were quite successful, and their students showed academic achievement in the areas of language development and reading. With the publication of the Bilingual Education Act in 1967 (see Chapter VII), there was a stampede toward establishment of bilingual-bicultural programs. Many of these programs were designed without any previous analysis of research findings in areas such as bilingual reading, oral language for the bilingual child, language acquisition in bilingual children, and other areas related to the bilingual curricula.

In the late 1960's and early 1970's, some specialists were concerned with the educational quality of bilingual programs. Among those who have tried to offer guidelines in the analysis of variables in bilingual education are Mackey (1970), Valencia (1969), and Fishman and Lovas (1970).

Mackey, in his article, "A Typology of Bilingual Education," emphasized the urgent need for a classification of the many variables that interact in a bilingual program. He states that the acceptance of bilingual education programs is usually motivated by purely political incentives rather than by local linguistic needs. He emphasized the fact that "language minorities have often been the victims of emotional exploitation from within by the few who can use it as a lever to personal political power" (1970: p. 596). He has also stressed the fact that there is very little knowledge on the advantages and disadvantages of bilingual education. He has attributed this lack of knowledge to the scarcity of references and lack of measures for the many variables that play a role in bilingual curricula.

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In designing bilingual education curricula, a typology could: (a) establish guidelines for experimental designs, (b) contribute to the systematization of bilingual programs, and (c) suggest ways of coordinating research and development.

Mackey recommends that any typology of bilingual programs has to be based on criteria which can be observable and quantifiable. One of the variables that he mentions is language distribution in the following:

1. The behavior of the bilingual at home.
2. The curriculum in the school.
3. The community of the immediate area within the nation.
4. The status of the languages (p. 597).

Considering the language spoken at home and the language of instruction at school, Mackey classifies students into five categories:

1. Unilingual home: language is school language (U+S).
2. Unilingual home: language is not school language (U-S).
3. Bilingual home: languages include one school language (B+S).
4. Bilingual home: languages exclude school languages (B-S).
5. Bilingual home: languages include both school languages (B+SS) (pp. 598-98).

In bilingual schools, curriculum patterns vary as to (1) medium of instruction, (2) development, (3) distribution, (4) direction, and (5) change.

1. Medium of Instruction: the school may use one, two, or several languages as media of instruction.
   a. The school may have a single-medium curriculum (S).
   b. The school may have a dual-medium curriculum (D).
2. Development: the philosophy and goals of the program may vary according to two factors:
   a. Maintenance of two or more languages (M).
   b. Transfer from one to another (T).
3. Distribution: the subject matter may be taught in both languages or some areas may be taught in one and other areas in the other language.
   a. The distribution may be different (D).
   b. The distribution may be equal and the same (E).
4. Direction: the emphasis in the program may be:
   a. Toward assimilation and acculturation (A).

b. Toward integration, irredentism (the integration into a resurgent language)(I).

c. Toward maintenance of the two languages. The languages may be equal but different (D), or equal and equivalent (E).

5. Change: the transfer from one medium to the other can be:

a. Complete (C).

b. Gradual (G).

According to the language used as the medium of instruction, Mackey classifies schools as single-medium schools (S) and dual-medium schools (D). In development, that is to say in terms of time, schools are transfer (T) or maintenance (M) schools. According to direction, schools may lead to acculturation (A) or irrendentism (I). In the distribution, the subject matter may be distributed equally or differently. Thus, distribution may be different (D) or equal (E). According to change, the curriculum can go from one language to the other in a gradual way (G), or the transfer can be abrupt and complete (C).

Using these five home-school language relationships, Mackey organizes his typology of curriculum patterns as follows:

Type S-A-T (Single-Medium Accultural Transfer)
Transfers the instructional language from that of the home to that of the school.

Type S-A-M (Single-Medium Accultural Maintenance)
In this type the home language is taught as a subject; it is not used as a medium of instruction.

Type S-I-T (Single-Medium Irredental Transfer)
The home language is used as a medium of instruction.

Type S-I-M (Single-Medium Irredental Maintenance)
The dominant or formerly dominant national language is maintained as a school subject.

Type D-A-T (Dual-Medium Accultural Transfer)
Children take the rest of their education in a language which is not their home language.

Type D-I-T (Dual-Medium Irredental Transfer)
In areas where a foreign language has been the medium of instruction, the education of children can revert to the home language.

Type D-D-M (Dual-Medium Differential Maintenance)
The two languages are used as medium of instruction, the difference being in the subject matter taught in each of them.

Type D-E-M (Dual-Medium Equal Maintenance)
Both languages are used as medium of instruction, with equal chance in all domains (pp. 600-01).

Finally, these curriculum patterns appear in nine area and national contextual settings. All of these combinations present a typology of 90 possible curriculum patterns for bilingual education.

Bilingual education programs in existence and those to be started in the near future should analyze this typology very carefully in order to plan, design, and prepare bilingual curricula according to sound educational practices.

One aspect that Mackey and other specialists stress as significant is that curriculum designs should take into account similarities and differences in the two languages.

> We need measures of the closeness and mutual intelligibility of the languages involved in bilingual instruction and means of predicting the effects of these languages on the comprehension and expression of the bilingual learner (Mackey, 1970: p. 606).

Atilano Valencia (1969: pp. 5-8) presents a somewhat simplified typology of bilingual education. He presents a total of 19 models, as opposed to 90 in the more complex typology suggested by Mackey. Valencia's models are summarized below:

Model 1: All the subject matter is taught in English. ESL is offered as a special program.

Model 2: All subject matter is taught in English. Another language is offered as a second language.

Model 3: This is a combination of models 1 and 2. It discontinues the native language course at a predetermined point.

Model 4: This is also a combination of models 1 and 2. The native language is continued through the entire length of the curriculum.

Model 5: Instruction is started in a native language up to a certain grade level and continues thereafter with the child's second language.

Model 6: This is similar to 5, but instruction in the native language is phased out gradually rather than at a certain point.

Model 7: This is essentially similar to model 5. A special program in ESL is included until the subject matter in the entire curriculum is presented in English.

Models 8 and 9:	These are an extension of model 7. The native language is taught as a special enrichment program.
Models 10 and 11:	These illustrate different types of phasing out processes of native language usage in the subject matter coupled with a program in English as a second language and an enrichment course in English.
Models 12 and 13:	These represent curriculum organizations where some areas are taught in the native language and some in the second language. The second language gradually phases out the mother tongue.
Models 14 and 15:	These use two languages alternatively, year to year, to cover the subject matter.
Models 16, 17, and 18:	These present two languages in use to conduct instruction in the curriculum.
Model 19:	This model uses both languages as media of instruction. "Model 19 has a unique possibility for implementation in geographical areas where children with substandard English, substandard Spanish, or no knowledge of Spanish reside" (p.8).

Valencia uses his typology to classify nine early elementary bilingual education programs in the country, presenting an excellent practical application of his typology to extant bilingual programs. He finishes his paper by stating:

> Finally, it is again emphasized that demographic data, and a careful examination of the educational needs of the children with Spanish surnames is necessary in ascertaining the type of bilingual program for a particular geographical area. It is in this sense that bilingual curricula can have relevancy and applicability in meeting the differentiated needs among the Spanish surnamed population in our nation (1969: p. 20).

Fishman and Lovas (1970: pp. 215-22) present four broad categories of bilingual education patterns: transitional, monoliterate, partial, and full. They base this typology on the various kinds of community and school objectives. Fishman and Lovas indicate that their typology

> . . . is not based on student and schedule characteristics such as proportion of students speaking a certain language and proportion of time devoted to each language. Rather, it looks to the kinds of sociolinguistic development implied in the program objectives, and suggests that various kinds of programs assume and lead to particular societal roles for the languages taught (1970: p. 217).

In their typology, Fishman and Lovas classify bilingual programs into four categories:

Type I. Transitional Bilingualism:
In programs of this nature the mother tongue is used only until the children adjust to school and are able to follow the academic subjects in the second language.

Type II. Monoliterate Bilingualism:
Programs of this nature have as a goal the development of oral language in the mother tongue and the second language, but reading is taught only in the second language.

Programs with this kind of orientation represent an intermediate stage between language shift and language maintenance.

Type III. Partial Bilingualism:
Programs of this nature have as an objective fluency and literacy in both languages, but literacy in the mother tongue is limited to some content areas, preferably those that have direct relation to the culture of the linguistic group.

Type IV. Full Bilingualism:
In programs where full bilingualism is the main goal, students are taught all skills in both languages in all domains (pp. 217-19).

Fishman and Lovas emphasize the need to gather societal information in the planning stages of bilingual education programs. They consider the following to be essential:

1. A survey that would establish the languages and varieties employed by both parents and children by societal domain or function.
2. Some rough estimate of their relative performance level in each language, by societal domain.
3. Some indication of community (and school staff) attitudes toward the existing languages and varieties and toward their present allocation to domains.
4. Some indication of community (and school staff) attitudes toward changing the existing language situation.

The authors state that the data mentioned above could give curriculum planners a fairly accurate picture of the societal attitude and a level of commitment to a prospective bilingual program. After all of this information has been gathered, they recommend a thorough analysis of the

approaches, methods, techniques, and classroom strategies to be used in the program. Basic research data should include the following:

1. A contrastive analysis of the major languages and/or varieties used in the community and any languages or varieties being introduced in the school.
2. An analysis of the phonological, grammatical, and lexical variables that most clearly distinguish varieties.
3. More detailed measures of student performance by language and domain.

Mackey and Fishman and Lovas classified certain bilingual programs according to their own taxonomies and typologies as follows:

Author	Type of Program	Examples
Mackey	Dual-Medium School	Some programs in Wales
	Transfer	Some programs in some republics of the Soviet Union
	S-A-T (Single-Medium Accultural Transfer)	English medium schools of Italiam immigrants in the United States
	S-A-M (Single-Medium Accultural Maintenance)	English medium schools for French-Canadians in Western Canada
	S-I-T (Single-Medium Irredental Maintenance)	Some programs along the frontiers of the Austro-Hungarian Empire
	S-I-M (Single-Medium Irredental Maintenance)	Certain Gaelic schools of West Ireland
	D-A-T (Dual-Medium Accultural Transfer)	Schools in emerging nations, before they emerged
	D-I-T (Dual-Medium Irredental Transfer)	Early Arabization of schooling in Sudan
	D-D-M (Dual-Medium Differential Maintenance)	Bilingual schools in certain schools in Wales
	D-E-M (Dual-Medium Equal Maintenance)	Schools in certain parts of Belgium, South Africa, and Canada
Fishman and Lovas	Type I Transitional Bilingualism	Sustained Primary Program for Bilingual Students, Las Cruces, New Mexico
		Follow-Through Project, Corpus Christi, Texas

Author	Type of Program	Examples
	Type II Monoliterate Bilingualism	Bilingual Bicultural Education Para los Estudiantes de El Rancho, El Rancho Unified School District, Pico Rivera, California
	Type III Partial Bilingualism	Spanish Curricula Development Center, Dade County, Florida, Public Schools
	Type IV Full Bilingualism	The Coral Way Elementary School, Dade County, Florida
		Laredo Unified Consolidated Independent School District, Laredo, Texas

Valencia analyzed nine bilingual programs and described their approach and goals, but he did not assign them to a specific type in his typology.

At present, due to local pressure, community involvement, and funding constraints, some of the projects listed by Fishman and Lovas might fall into categories other than the ones listed above. One example of this could be the Spanish Curricula Development Center, which has become a leading institution in the country in the preparation and dissemination of curriculum materials for Spanish speaking children.

As stated before, planners of present and future programs should consult these taxonomies and typologies before starting any new efforts. They can give curriculum designers excellent guidelines in terms of needs and aspirations of bilingual communities.

Anyone currently involved in a bilingual effort can attempt to classify his particular program in one or two of the types listed in this chapter to determine if that classification is what he really wants his program to be. If it is not, he should determine what steps are needed to change the course of his program.

CHAPTER IV

BILINGUAL EDUCATION PROGRAMS FOR MEXICAN AMERICAN CHILDREN IN THE UNITED STATES

> Each individual is born into a community whose norms of behavior tend to shape his language experience (Haugen, 1956).

This chapter will list experimental, innovative bilingual programs for Mexican American children in the United States.

> Bilingual education projects funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended, are currently conducted in 29 states of the United States; also in Guam, the Mariana Islands, Puerto Rico, and the Virgin Islands. The projects represent 24 languages and dialects including English (Dissemination Center for Bilingual Bicultural Education, 1973: p. 7).

Of the 216 bilingual education programs in operation in 1972-73, 123 are exclusively intended to serve the educational needs of Mexican American children in the United States. Their names and locations are listed below:

ARIZONA

1. Douglas Bilingual Bicultural Program Title VII
   Douglas School District Number 27
   Douglas
2. Nogales Elementary Bilingual Project
   Nogales Public Schools
   Nogales
3. Phoenix Union High School Bilingual Program
   Phoenix Union District
   Phoenix
4. Individualizing Bilingual, Bicultural Instruction
   Wilson Elementary School District Number 7
   Phoenix
5. Somerton Bilingual-Bicultural Project
   Somerton School District Number 11
   Somerton
6. Bilingual-Bicultural Project
   Tucson School District Number 1
   Tucson

CALIFORNIA

7. Upper Valley Intercultural Program
Placer County Office of Education
Auburn

8. Area III Valley Intercultural Program
Placer County Office of Education
Auburn

9. B.I.E.N. (Bilingual Intercultural Educacion para Ninos)
Bakersfield City School District
Bakersfield

10. Barstow Bilingual Bicultural Project
Barstow Unified School District
Barstow

11. (BABEL) Bay Area Bilingual Education League
Berkeley Unified School District
Berkeley

12. Project Amigos
Brentwood Union School District
Brentwood

13. Calexico Intercultural Design (CID)
Calexico Unified School District
Calexico

14. Project Frontier
Sweetwater Union High School District
Chula Vista

15. A Bilingual Approach to Secondary Curriculum Reform
Coachella Valley Joint Union High School District
Palm Desert

16. A Team Approach to a Bilingual-Bicultural Program
Montebello Unified School District
Commerce

17. Compton Bilingual Education Plan
Compton Unified School District
Compton

18. Bilingual Instruction to Improve Educational Opportunities
Cucamonga School District
Cucamonga

19. Bilingual-Bicultural Education
El Monte School District
El Monte

20. Mano a Mano
Mountain View School District
El Monte

21. Bilingual Education Project
Escondido Union School District
Escondido

22. A 'Model' Bilingual Early Childhood Education Program
Fountain Valley School District
Fountain Valley

23. Bilingual-Bicultural Title VII Project
Fresno City Unified School District
Fresno

24. California State University, Fullerton Bilingual-Bicultural Education Program
California State University, Fullerton

25. Communicating and Learning Bilingually
Fresno County Department of Education
Fresno

26. Gilroy Coordinate Bilingual Program
Gilroy Unified School District
Gilroy

27. Gonzales ESL/Bilingual Project
Gonzales Union High School District
Gonzales

28. Double Bilingual-Bicultural Program
Hayward Unified School District
Hayward

29. Bilingual Education Project
Healdsburg Union Elementary School District
Healdsburg

30. Project Hacer Vida
Riverside County Schools
Indio

31. King City ESL/Bilingual Project
King City Joint Union High School District
King City

32. Project BUENO
Hacienda La Puente Unified School District
La Puente

33. Bilingual Schools Program
Los Angeles City Unified School District
Los Angeles

34. Los Nietos School District Bilingual-Bicultural Education Project
Los Nietos School District
Santa Fe Springs

35. Bilingual Instruction for Spanish Speaking Pupils
Marysville Joint Unified School District
Marysville

36. Bilingual Children's Television (BC/TV)
Berkeley Unified School District
Oakland

37. Orange Bilingual-Bicultural Project
Orange Unified School District
Orange

38. Project Esperanza
Oxnard Union High School District
Oxnard

39. Bilingual Leadership Through Speech and Drama
Pomona Unified School District
Pomona

40. Bilingual-Bicultural Education Para los Estudiantes de El Rancho
El Rancho Unified School District
Pico Rivera

41. Pilot Bilingual Program
Redwood City School District
Redwood City

42. Project Unidos
Riverside County Schools
Riverside

43. Bilingual-Bicultural Education Program
Rowland Unified School District
Rowland Heights

44. Early Childhood Bilingual Education Program
Sacramento City Unified School District
Sacramento

45. Project Bilingual Education: ¡Adelante!
St. Helena Unified School District
St. Helena

46. Project Esperanza
Salinas City School District
Salinas

47. Title VII Bilingual-Bicultural Project
San Bernardino City Unified School District
San Bernardino

48. Bilingual-Cultural Exchange Project (B.I.C.E.P.)
San Bernardino County Schools
San Bernardino

49. Regional Project Office
San Bernardino County Schools
San Bernardino

50. Project to Advance Cultural Opportunities (PACO)
San Francisco Unified School District
San Francisco

51. Project Anglo-Latino
Alum Rock Union School District
San Jose

52. Spanish Dame Bilingual-Bicultural Education Project
Santa Clara County Office of Education
San Jose

53. Media Research and Evaluation Center
San Ysidro School District
San Ysidro

54. Bilingual Education Program
Sanger Unified School District
Sanger

55. Bilingual-Bicultural Education Program
Santa Ana Unified School District
Santa Ana

56. Santa Barbara County Bilingual Project
Santa Barbara County Schools Office
Santa Barbara

57. Bilingual-Bicultural Title VII Project
Santa Paula School District
Santa Paula

58. A Demonstration Bilingual-Bicultural Project
Stockton Unified School District
Stockton

59. National Multilingual Assessment Program
Stockton Unified School District
Stockton

60. Bilingual-Bicultural Educational Program
New Haven Unified School District
Union City

61. Allensworth Bilingual-Bicultural Program
Allensworth School District
Visalia

62. Bilingual Education Through Parent/Teacher Teams and Cooperative Programming
Pajaro Valley Unified School District
Watsonville

COLORADO

63. San Luis Valley Bilingual-Bicultural Program
San Luis Valley Board of Cooperative Services
Alamosa

64. Project Español e Inglés
Colorado Springs P.S. District II
Colorado Springs

65. Project SUN
Southwest Board of Cooperative Services
Cortez

66. Primary Bilingual Education
Denver Public Schools
Denver

67. Fort Lupton Bilingual-Bicultural Project
Fort Lupton Schools, Weld County School District, Region 8
Fort Lupton

68. Weld D.O.C.E.S. Bilingual Project
Weld Board of Cooperative Educational Service
County School District Region 5J

69. Project Juntos
Arkansas Valley Board of Co-op Education Services
La Junta

FLORIDA

70. Collier County Bilingual Program
Collier County Public Schools
Naples

IDAHO

71. Canyon Owyhee Bilingual Education Project
Canyon School District Number 139
Caldwell

ILLINOIS

72. Jackson-McLaren Bilingual-Bicultural Center
Chicago Board of Education, School District Number 9
Chicago

73. William H. Seward Bilingual-Bicultural Parent-Child Pre-School Center
Chicago Board of Education, School District Number 6
Chicago

NEW MEXICO

74. Albuquerque Public Schools Bilingual-Bicultural Program
Albuquerque Public Schools
Albuquerque

75. Southeastern New Mexico Bilingual Program
Artesia Public Schools
Artesia

76. Bilingual Early Childhood Program
Clovis Municipal Schools
Clovis

77. Espanola Bilingual Education Program
Espanola Public Schools, District Number 45
Espanola

78. Las Cruces Elementary Bilingual Education Project
Las Cruces School District Number 2
Las Cruces

79. Santa Fe Public Schools Bilingual-Bicultural Education Program
Santa Fe Public Schools
Santa Fe

80. Taos Bilingual-Bicultural Program
Taos Municipal Schools
Taos

TEXAS

81. HABLA - Helping Advance Bilingual Learning in Abernathy
Abernathy Independent School District
Abernathy

82. Project ABLE
Abilene Independent School District
Abilene

83. Bilingual Early Childhood Education Program
Alice Independent School District
Alice

84. Bilingual Instruction Through Television
Education Service Center, Region XIII
Austin

85. Dissemination Center for Bilingual-Bicultural Education
Austin

86. Region XIII, Bilingual Education Program
Education Service Center, Region XIII
Austin

87. Bishop CISD Bilingual Program
Pishop Consolidated Independent School District
Bishop

88. To Be Bi-Lingual Is To Be Bi-Cultural
Brownsville Consolidated Independent School District
Brownsville

89. Colorado City Center to Aid Bilingual Education (CABLE)
Colorado Independent School District
Colorado City

90. Crystal City Bilingual-Bicultural Education Project
Education Project for Spanish/English Speaking Children
Crystal City Independent School District
Crystal City

91. Aprendemos en dos Idiomas (AEDI)
Corpus Christi Independent School District
Orange Grove

92. Bilingual-Multicultural Education Program
Dallas Independent School District
Dallas

93. Bilingual Education Program
San Felipe-Del Rio Consolidated School
Del Rio

94. Del Valle Bilingual Education Program
Del Valle Independent School District
Del Valle

95. Eagle Pass Elementary Bilingual Program
Eagle Pass Independent School District
Eagle Pass

96. Bilingual Education Program
Edinburg Consolidated Independent School District
Edinburg

97. Region One Bilingual Project
Education Service Center, Region I
Edinburg

98. Programa Bilingüe ALMA
El Paso Independent School District
El Paso

99. Programa En Dos Lenguas
Fort Worth Independent School District
Fort Worth

100. Bilingual Early Childhood Education Program
Galveston Independent School District
Galveston

101. Bilingual Education Program
Houston Independent School District
Houston

102. Kingsville Bilingual Education Project
Kingsville Independent School District
Kingsville

103. Hacia Nuevos Horizontes
La Joya Independent School District
La Joya

104. Bilingualism for the Conceptualization of Learning
Laredo Independent School District
Laredo

105. United Bilingual Education Project
United Independent School District
Laredo

106. A Bilingual Elementary Education Program
Lubbock Independent School District
Lubbock

107. McAllen Bilingual Education Program
McAllen Independent School District
McAllen

108. Orange Grove Bilingual Education Program
Orange Grove Independent School District
Orange Grove

109. Podemos Ser Justos Amigos
Pharr-San Juan-Alamo Independent School District
Pharr

110. We Speak Spanish and English
Port Isabel Independent School District
Port Isabel

111. Developing Bilingual Citizens
Rio Grande City Consolidated Independent School District
Rio Grande City

112. Robstown Independent School District Bilingual Education Program
Robstown Independent School District
Robstown

113. English-Spanish Environmental Experience School
San Angelo Independent School District
San Angelo

114. Better Education Through Bilingualism
Edgewood Independent School District
San Antonio

115. Bilingual Early Childhood Education Program
Alamo Heights Independent School District
San Antonio

116. Proyecto Bilingüe Intercultural
San Antonio Independent School District
San Antonio

117. Southside Independent School District Bilingual Program
Southside Independent School District
San Antonio

118. Un Paso Más Adelante
San Diego Independent School District
San Diego

119. Bilingual Instruccion for Grades K-5
Southwest Texas State University
San Marcos Independent School District
Harlandale Independent School District
San Marcos

120. Project Language
Weslaco Independent School District
Weslaco

121. Catch Up
Zapata Independent School District
Zapata

WASHINGTON

122. Training Migrant Paraprofessionals in 'Bilingual Mini Head Start'
Intermediate School District Number 104 (Ephrata, Washington)
Pasco

123. Independent School District 105 Bilingual Project
Intermediate School District 105
Yakima

CHAPTER V

EXEMPLARY PROGRAMS IN THE SOUTHWEST

> The language which was present with the child throughout the moments of his early life, each day and each night since his birth to soothe, instruct, encourage, scold, entertain, delight, [and] interest becomes more than a means by which he receives and emits messages. This language of his fathers becomes very closely attached to his very way of thinking; it takes on powerful meanings beyond the meanings of the words we see on the surface (UNESCO, 1972).

Of the 123 bilingual programs designed specifically for Mexican American children, nine have been selected in this monograph to present a general sample of the various factors and variables considered in bilingual education in the West and Southwest.

In preparing this report about exemplary programs in the United States, the following sources of information were consulted:

1. Application for Continuation Proposals
2. Auditor's Reports
3. Evaluator's Reports
4. Guide to Title VII ESEA Bilingual Bicultural Projects in the United States, published by the Dissemination Center for Bilingual Bicultural Education
5. Telephone interviews to gather information on topics of interest for this report but not covered in the documents listed in 1 through 4.

Content Analysis

In selecting these nine exemplary programs, the following questions were asked of each:

1. Goals: Were the goals clearly stated? Were the curriculum, the staff development component, the instructional materials, and the community input correlated with the stated goals?
2. Bilingual emphasis: Were English and Spanish languages of instruction or just subject matter?

p 48 blank

3. Bicultural emphasis: Did the program provide a strong component on culture, history, folklore, music, and the community way of life?

4. Replicability: Could the program be tested in other areas without having to go through extensive revisions in rationale, language usage, and content areas?

5. Generalizability: Could the program eventually be made available at the regional or national level?

6. Subjects: Was the program serving the ethnic-cultural group it was designed to serve?

7. Relative Ratio of English and Spanish: Were the amount and quality of time devoted to Spanish the same as the amount and quality of time devoted to English?

8. Parallelism in Content Areas: Is the Spanish curriculum a translation of the English curriculum or is it authentic and original Spanish material?

9. Emphasis on the Affective and Cognitive Domains: What is the place of the development and enhancement of self-worth and self-esteem in the children being taught in the program? Are the children given the opportunity to form concepts which are basic to thinking, problem solving, and all other forms of cognitive functionings?

10. Research Basis: Was the curriculum based on the results of educational research, or was it written without any consideration of or regard for research findings?

11. Oral Language: To what extent is oral language expression considered a basic factor for success in reading?

12. Reading Method: Is the program using a sound approach to bilingual reading? What methods are being implemented in the reading program?

13. Teacher Training: Are teachers trained in preservice workshops? Are the paraprofessionals prepared in the various methodologies which are to be used in the bilingual curricula?

14. Parent-Community Involvement: Are parents part of the decision-making process? Do they have an input in curricular matters? Do they play a passive role?

15. Grade Range: How many grades are taught in the program? Is there a plan to advance through the grades?

Because many components of the programs are in various stages of development, such as design testing, pilot testing, and field testing, the analysis reported here relied heavily on the reports from evaluators, auditors, and consultants to the programs and on the information gathered from the proposals and from interviews with staff members.

These exemplary programs were chosen because each of them had one or more unique components or subcomponents which might be of value in designing future bilingual-bicultural efforts for Mexican American children in the Southwest.

The following programs were selected:

Arizona:	Nogales Elementary Bilingual Project Nogales Public Schools Nogales
California:	Upper Valley Intercultural Program Placer County Office of Education Auburn
	Bilingual Schools Program Los Angeles City Unified School District Los Angeles
	Project to Advance Cultural Opportunities (PACO) San Francisco Unified School District San Francisco
Colorado:	Primary Bilingual Education Denver Public Schools Denver
New Mexico:	Las Cruces Elementary Bilingual Education Project Las Cruces School District Number 2 Las Cruces
	Santa Fe Public Schools Bilingual-Bicultural Education Program Santa Fe Public Schools Santa Fe
Texas:	Bilingual-Multicultural Education Program Dallas Independent School District Dallas
	Proyecto Bilingüe Intercultural San Antonio Independent School District San Antonio

Nogales Elementary Bilingual Project

Project Director:	Hamon Watson
Address:	402 Martinez Street Nogales, Arizona 85621 (602) 287-3852

The "Proposal for Continuation of Funding" presents a series of chapters on the project model, program objectives, rationale and model, bilingual procedures, and other aspects of the program (pp. 1-37). Some excerpts from the discussion of these aspects are summarized below.

Project Model

The model for the Nogales Elementary Bilingual Project was developed from theory and practice in bilingual education.

Program Objectives

1. To develop a bilingual pupil who can fully function in two languages, Spanish and English.
2. To develop a pupil who can operate well in both the Mexican American and dominant American cultures.
3. To develop a bilingual classroom.
4. To develop a model bilingual education program.
5. To develop a closer and more supportive home-school relationship.
6. To develop a preservice and inservice education program for those involved in bilingual education.

Rationale and Model

The Nogales Elementary Bilingual Project is designed to provide a rich learning environment to facilitate the educational development of the pupils involved. This development is predicated on the theory, based upon recent research on how children learn, that the learner's home language and culture are the tools he uses first to interact with and describe his world. In order to better describe and record his interaction, the learner needs an educational program which is predominantly experience oriented. These guided experiences are then linked to oral language and finally to writing and reading.

The child's understanding of his experiences reflects his culture and his vocabulary. The purpose of the school is to build upon the child's experiences and his description of them and to extend both his culture and his way of describing it through a carefully planned curriculum and instructional program.

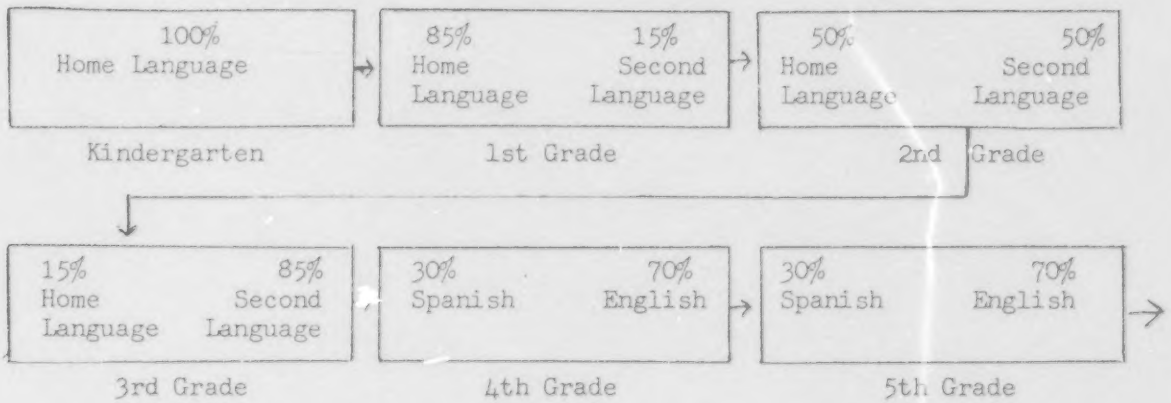
The goal of the Nogales Elementary Bilingual Project is to develop a fully functioning pupil who can use both the home language, which is generally Spanish, and English in its standard or correct form. It infers that language used to communicate about the home culture can be utilized as a bridge or link to aspects of the school culture. This relationship between the home culture and school culture must be continuous rather than discontinuous so that the pupil's reaction to cultural shock can be minimized and ameliorated through the acquisition of the skills of social accommodation.

The crucial element of this process is acceptance of the learner where he is and [provision of] opportunities for the learner to extend his experience base through multimedia. Language development tends to form the basis of intellectual skills such as language arts, writing, reading, and computation and solving of problems. Each experience has a success element planned within it which will provide some measure of gratification and individual self-enhancement.

Since guided involvement and participation are methods for greatest payoff in instruction, the child is helped to explore and relate to many learning centers and materials in both Spanish and English.

It is recognized that the learner brings to the school setting the home language. For most children in the Nogales Elementary Bilingual Project, this [language] is Spanish. The program is designed to function in both Spanish and English with Sonoran Spanish and Arizona English serving as standards for correct usage.

The following diagram illustrates the relative amount of each language used at the various levels in the program.



The Nogales Elementary Bilingual Project is housed in learning areas created by connecting three standard classrooms with large arches. The floor is carpeted. The furniture is flexible and the area is designed to provide for maximum use and movement. While it provides many alternative arrangements for learning, it does present some problems, [such as the] need to schedule carefully for the use of resources, materials, and activities.

The areas are arranged into learning centers which change according to the need and interest of teacher and learner and the need to extend learning opportunities. Three learning areas exist, one for the first year children, who are around six years old; one for the second year, or seven year-olds; and one for the third year or eight year-olds.

Each learning area is staffed with three credentialed teachers, three aides, cross-age helpers, and occasional volunteers. The learning activities are generally planned by the learning center staff who coordinate and economically use the resources available.

One afternoon each week, the first year children, the second year children, and the third year children are grouped in a variety of ways. Sometimes interest, friendship, or ability will form the basis for grouping. Cross-age interaction is based on research which suggests that the peer group provides significant modeling for language development and behavior.

This aspect of the program is called "Language Skill Development" (LSD). During this afternoon a language experience approach to language arts forms the rationale for activites. Small walking trips, food

preparation, and art-dramatic play are part of the curriculum. While it may be related to other daily activities, the main objective of the LSD is to develop oral language, either Spanish or English.

Another major advantage of the LSD is that it requires the teaching staff of all learning areas (first, second, third, fourth, and fifth levels) to plan together and with the instructional aides. This interaction facilitates program articulation and provides for more shared adaptation of the objectives of the program and the methods.

Cross-age helpers assist in language development both at school and at home. The fourth and fifth grade children in Elm Street School are helped to function as models of correct English usage. This notion is based on research findings which indicate that peers tend to serve as stronger models than do adults for many children. In Nogales, there is a feeling that this age group may have greater control of action possibilities with the children in the project. An inservice program is conducted to help the cross-age helpers function more effectively.

The Nogales Elementary Bilingual Project is a unified program. It is designed to function as a total program and is not fragmented into grade levels. The LSD provides a vehicle for this unification and program development.

As a part of the Nogales Elementary Bilingual Project, a preservice and inservice program has been designed to examine program objectives and develop ways of achieving them. This program, which emphasizes both the practical and academic point of view, is coordinated with the University of Arizona Continuing Education Department. College credit is given for this workshop-clinic program which involves the application of theory to practice.

The professor responsible for the preservice and inservice education also serves as a consultant to the project. He spends a full day, about twice a month, working with the project director and the children in the classroom and meeting with the paraprofessionals, teachers, and other district personnel. The major emphasis is a shift from the traditional theory to practice continuum. The inservice program starts with practice and moves to theory.

The classroom aides function as instructional aides. They, together with cross-age helpers, need inservice education and reinforcement. The director and teachers can help plan the content for these meetings.

The recent evaluation results indicate the pupils enrolled in the first year program did as well as or better than the pupils in the control group, except in the copying and use of English. But since emphasis was placed on Spanish and Spanish development, it is expected that the project learners will equal or surpass the control group in English skills once they are emphasized, by the end of the third grade. A carefully designed internal and external auditing program which includes baseline data and a control group is a part of the project model. Standardized as well as teacher-made evaluation and assessment instruments are used for data collection.

Concept development, social and intellectual skills, and self-concept development can be achieved in almost any language, especially during the

early school years. The theory of transfer of learning suggests that attitudes, emotions, and generalizations are the ingredients that tend to persist. The Nogales Elementary Bilingual Project emphasized positive attitudes, personal involvement, and relevant concept development, which will form the basis of school success and will transfer to other learning situations.

Valley Intercultural Program

Project Director: Armando Ayala

Address: 6015 Camelia Avenue
Sacramento, California 95819
(916) 452-4851

The "Proposal for Continuation of Funding" presents a series of chapters on assessment, goals and objectives, project components, evaluation, and other aspects of the program (pp. 1-49). Some excerpts from the discussion of these aspects are summarized below.

Project Summary

The Area III Valley Intercultural Program (VIP) has been designed to develop a bilingual-bicultural curriculum based on a sociolinguistic perspective. It is located in six separate elementary school districts in the three California counties of Placer, Sacramento, and Yolo.

The school population of 180 kindergarten students, 180 first grade students, 180 second grade students, and 30 third grade students, consists of 19 classes which are taught by a team of 19 teachers and 19 teacher aides.

To insure that the school instructional program will reflect the language situation in each of the communities, pre-project surveys were conducted by trained Spanish speaking cultural anthropologists. Results of the surveys showed that four communities are in a language maintenance pattern and two are in a transfer stage. Hence, in four communities the dominant medium of instruction is Spanish. In all of the districts the program is designed to reach what has been defined as equal-time and equal-treatment patterns in about three years. The criteria used to determine instructional roles will be governed by the idea that students need good language models regardless of the program design.

Preservice and inservice activities focus on adapting the Miami Linguistic and Mi Libro Mágico materials to the needs of the proposed student population, developing lessons in dominant language, language arts, and second language, and surveying the Spanish materials currently on the shelves of the Mexican American Curriculum Library at Sacramento State College.

The program is closely linked with the School of Education and the federally funded Mexican American Education Personnel Development Program on the campus of Sacramento State College. The School of Education's

Department of Teacher Education proposes to offer prospective teachers and teacher aides a bilingual specialty, while the Mexican American project proposes to make available the services and resources of the experienced and inexperienced fellowship students.

Goals and Objectives

The long range goals of the Valley Intercultural Project are as follows:

1. Students from both the Spanish speaking and English speaking environments will have achieved parallel proficiencies in the use of two languages.
2. Students from both environments will willingly and capably shift languages as appropriate to the situation in which they find themselves.
3. Students from the non-English speaking environment will achieve an equal rating, on the average, to that achieved by their English speaking counterparts on scales of self-image and vocational/educational aspiration.
4. Students from the non-English speaking environment who are adapting to a new environment will do so without falling into a state of anomie and without the alienation from the family or community often associated with "rejection of the mother tongue."
5. Students from both environments will be able to function in social and vocational settings equally well in two languages.
6. The bilingual program, articulated over five years and continued further by local districts and counties, will offer students from both environments equal opportunity to achieve academic progress throughout the school system.
7. Students from both environments will have appreciation for others' ethnic backgrounds, as well as pride in their own cultural heritage.
8. Long range participation on the part of the community will result in a composition of school-related committees more representative of the ethnic composition of the community.
9. Equal opportunity practices will be evident in the balanced number of qualified students from both backgrounds being given vocational employment.
10. Over a number of years, it is hoped that teacher stability in job careers and "career ladders" for aides will result in a highly trained cadre of professional personnel necessary for program maintenance.
11. The school system community will mirror its multicultural makeup in the services and products it provides, in the recognition of appropriate holidays, and in festivals and employment practices.

Project Components

The components of the Area III Valley Intercultural Program are those set forth in the Title VII Guidelines.

1. Instructional Component

The goals of the Area III Valley Intercultural Program are (a) to enable all students to function equally well in both Spanish and English; (b) to provide basic coping skills; and (c) to develop the basis for a pluralistic society. Classes in the project will be made up of Anglo and Mexican American children of the target area in about the same ratio.

As previously indicated, students who attend school in a community which has been sociolinguistically identified as a maintenance situation will experience a curricula in which Spanish will carry the burden of instruction. On the other hand, students who attend schools in a community in which there is a shift to English will experience a curricula in which English will carry the instructional burden. However, regardless of the pattern, two languages will be used in the classroom, although with varying degrees, to about the fourth year, at which time it is intended that both languages will receive equal time and equal treatment.

The instructional design of the project involves six kindergarten classes, six first grade classes, six second grade classes, and one third grade class. The classes will be manned by a team composed of one teacher and one teacher aide. In a maintenance classroom the teacher should be bilingual and the aide will act as the English model. In a transfer situation, it is likely that the aide will act as the Spanish language model. Regardless of the design, the criteria used to delineate roles will be governed by the idea that students must have accurate language models.

There will be, as envisioned, an interweaving of objectives with the content areas in order to reinforce learning in other areas. For instance, it is hypothesized that experiences in art and music will reinforce objectives related to values, attitudes, and beliefs, as well as concept development in social studies and the physical sciences.

Another hypothesis in this program has to do with instructional methodology. The process approach in social studies will be used because it allows the teacher to analyze behaviorally the way students decipher phenomena and group labels and build concepts.

The preview/review instructional arrangement may be further elaborated as follows:

Plan I - Transfer. In a transfer curriculum, the non-English speaker will receive a preview of the subjects in his dominant language. Having developed a meaningful mental set for learning, he then moves into an English setting in which the concepts are, at least for him, redeveloped in English. Review activities are designed to move English speakers into Spanish and Spanish speakers into English through carefully scoped and sequenced second language activities, thus attaining what has been earlier called equal-time and equal-treatment of both languages at about the end of grade three or beginning of grade four.

Plan II - Maintenance. In a maintenance curriculum, both languages are used as the medium of instruction. Again, review activities are designed to move both groups into a bilingual-bicultural setting at about the end of grade three or beginning of grade four. Again, second language activities are the primary means by which the teacher achieves what has sometimes been called a Dual Medium Maintenance of both languages, or equal treatment of both languages.

The primary difference between the two plans is that in a transfer curriculum the student begins to learn English early. In fact, if English were to be postponed, it is quite likely that the psychological, sociological, and cultural needs of the individual would suffer, since it is in these communities that English is the primary medium in terms of deriving meaningful interaction. On the other hand, there is relatively little need to hurry the process in a maintenance situation since the student may, so to speak, return to his language sanctuary when the need arises.

2. Materials Acquisition/Development Component

A wide variety of instructional materials will be reviewed, evaluated, and selected according to specific criteria and utilized in the instructional program. Other materials will be retrieved from other Title VII projects funded last year, and some modification will be made in the designs. New curriculum materials, based upon performance objectives, have been developed during the first year. County office audio-visual and curriculum libraries in the Area III program will furnish instructional input.

Examples of commercial materials to be utilized immediately are the following:

Miami Linguistics, Harper Row

H-200 Series, Santa Ana Materials

"What is Man?" by Franklin, Latin American Productions

Mi Libro Mágico, Fondo Educativo Inter-Americano

State adopted series, Shawnee Press

Facilities and Equipment. Classroom facilities, audiovisual, and other equipment such as furniture, and certain normal school supplies will be provided by the districts and schools.

Technical Assistance. Specialists in curriculum development will be utilized as outside resource personnel to supplement the in-house capability of the staff; outside research consultants will assist in designing support services for "Placer Systems"; and a number of consultants will be assigned direct responsibility for preservice and inservice contracts. Several county office staff members will periodically be utilized for some percentage of time.

3. Staff Development Component

The Valley Intercultural Program will have a preservice and inservice design that will offer teachers and aides an opportunity to engage in training for the implementation of the instructional component. It is hypothesized that implementation will be most effective if the following preparations for instruction are accomplished:

a. A sharpening-up of the teacher and aide language proficiencies both in English and in Spanish. This is based upon the vital necessity of having a good language model for early learners of either or both languages.

b. Training in the teaching of two languages. This implies methods of good teaching, curriculum development, and so forth.

c. Development of writing skills on the part of the teachers and aides using performance objective formats, criterion test items, and so forth.

d. Training in the inquiry approach to the teaching of social science, the methodology of which, in English and Spanish, lends itself to teacher-student dialogue and verbal experiences.

e. Training in depth for increased academic proficiency in social science and language.

f. Training in intercultural development, ethnic cultures, and problems of minority groups.

Negotiations have been completed with a number of specialized consultants for the providing of preservice and inservice experiences for the teachers and aides. Each consultant will be given a work statement and a set of specifications for his block of instruction. Arrangements have been made and cleared for interested participants of this workshop to receive credit at Sacramento State College.

4. Parent/Community Involvement Component

Much can be done through the instructional component to achieve the aims of bilingual education, but they cannot be met solely in the isolation of the classroom. The child must not only hear and see those values espoused by his teachers and peers, he must also see evidence of a bicultural and bilingual value system beginning to form in his environment outside the school. Thus, a strong parent/community involvement component is envisioned for Project VIP in order to achieve three basic objectives: (a) to achieve a close, cooperative working relationship among the school, parents, community agencies, and resource personnel in order to achieve consensus in planning and operation of the project; (b) to draw up the resources available through parents and the community for achieving educational goals and objectives; and (c) to develop a multicultural approach to society on the part of individuals, groups, and the community as a whole.

A close working relationship among the school and parents and community organizations and agencies will be developed through a multiphased program of information dissemination, parent/school activities, parent/teacher contact, and community resource utilization accomplished through the project director, teachers, aides, and the individual districts' community advisory committees.

Bilingual Schools Program

Project Director: Naomi Harrison

Address: 12000 North Cornwell Street
Los Angeles, California 90033
(213) 223-3354

The "Proposal for Continuation of Funding" presents a series of chapters on instruction, materials, staff development, community involvement, and other aspects of the program (pp. 1-60). Some excerpts from the discussion of these aspects are summarized below.

Instruction

Language Arts (Oral Language). Equal time was provided for instruction in both Spanish and English. Two hours were allocated to the teaching of reading (one hour for each language).

Throughout the third year, the program strengthened the amount of bilingual instruction in all of the project classrooms by staffing all classes with bilingual teachers and bilingual teacher assistants.

The bilingual curriculum model for the Los Angeles Title VII Program employs the concurrent use of both Spanish and English as languages of instruction in the content areas. The teacher explains each concept in one language and then immediately in the other language, taking care not to resort to translation, but rather to explain each concept only in terms of the language being used. The purpose of the concurrent mode is to facilitate learning for the pupil in the language with which he is most comfortable. The teaching of a second language is not the primary intent of this approach, the main concern being facilitation of concept acquisition by the student.

Another approach is the use of the pupils' dominant language to teach the second language. In the initial stages of the second language program, all instructions relative to student performance and participation during the lesson are given in the pupils' dominant language.

The development of both the dominant and second language have been greatly expanded through the use of the Peabody Oral Language Kit, Hablan Los Niños, and project-prepared language materials.

Reading. Two separate reading programs (one in Spanish and one in English) are vital components of the bilingual curriculum. Pupils who are dominantly Spanish speaking receive reading instruction totally in Spanish during their reading period. English speaking students receive Spanish as a second language instruction at this time and begin reading in Spanish in accordance with their Spanish language proficiency. Conversely, pupils who are dominantly English speaking receive reading instruction totally in English during their reading period. Spanish speakers are given instruction in English as a second language at this time and begin reading in English in accordance with their English language proficiency.

The Método Onomatopéyico (adapted and expanded by the project staff) was used to teach initial decoding skills in Spanish. The Laidlaw Reading Series in Spanish and López-Lay Readers were used as basic readers following mastery of the decoding skills.

English reading skills were developed through the reading programs already used in individual schools. These programs were the Sta Basal Reading Program, the SWRL (Southwest Regional Laboratory) Readin Program, the MacMillan Reading Program, the Open Court Reading Program the Sullivan, and the Los Angeles Developmental Reading Program.

Mathematics. All children received instruction in both Spanish and English in this curricular area as planned. Emphasis was given to learning and using numbers, measuring, observing, classifying, making comparisons, problem solving, and communication skills.

In kindergarten and first, second, and third grades, all teacher used the concurrent approach in teaching mathematics. The California State Tests were used in the mathematics project. Project curriculum staff supplied mathematics terminology in Spanish for teachers and teacher assistants.

Heritage and Culture. The program tries to develop an appreciat of the heritage and culture of children in the project schools by the following means:

1. Celebrating special days.
2. Listening to stories
   - about special holidays
   - about children from various cultures
   - about legends and folktales
   - about historical heroes.
3. Observing and discussing works of art.
4. Participating in cultural games.
5. Learning folk dances.
6. Enjoying music and creative rhythmic activities.
7. Listening to records and tapes of songs.
8. Learning poems, stories, finger plays, and simple rhymes.
9. Visiting local historical places of interest.
10. Enjoying slides, filmstrips, and films of various countries
11. Inviting community people to share their knowledge, skills, and experiences with project children and staff.

Self-Concept. Self-realization does not occur by chance. A ca fully planned program of activities should be provided to assure pers effectiveness to go along with the academic program. Lesson sessions provide developmental opportunities in three areas demonstrated to be critical significance in the acquisition of personal effectiveness in

1. Effective Communication to Promote Awareness: awareness en the perception, reception, and transmission of one's own an other people's feelings, thoughts, and behavior.

2. Mastery to Foster Self-Confidence: mastery ingrains a feeling of capability. Socially reinforcing remarks by the teacher assure a growing sense of self-confidence.

3. Effective Socialization to Develop Skills for Inter-Personal Security: presentation of structured social interactions promote the acquisition of a firsthand appreciation of the causes and effects in interpersonal behavior.

Staff Development

A two-week staff development program for teachers and teacher assistants was conducted during the months of August and September of 1972.

A one-day workshop for instruction in the use of audiovisual equipment was provided.

Consultants familiar with commercial materials explained and demonstrated use of the new curriculum materials.

The implementation of the staff development program described above included the following: lectures and panels by staff and experts in specific areas, demonstrations by teachers and teacher assistants, videotaped presentations, films, and a materials display.

Teachers new to the program were given the opportunity to attend a workshop on individualized instruction directed by Dr. Madeline Hunter at UCLA. This workshop consisted of a weekend lecture presentation and a three-weekday visitation of classrooms at the University Elementary School.

Classes in conversational Spanish were provided for teachers and teacher assistants once weekly during the year. These classes were organized on four different levels to meet specific needs of participants, which included members of the entire teaching staff of the project schools.

The Institute for Personal Effectiveness in Childrer was held during the month of February at Huntington Drive. Participation at this staff development workshop was on a voluntary basis. The majority of the participants were teachers new to the project.

The project director, evaluator, curriculum consultant, and bilingual coordinators participated in all phases of staff development. In addition, the project staff participated in conferences, materials exhibition on a county level, and visited bilingual projects and bilingual classrooms.

The coordinators, curriculum consultant, and evaluator participated in a one-week leadership training session conducted by the Institute for Personal Effectiveness in Children Organization

Coordinators received ongoing instruction from the evaluator on the testing procedures and techniques and on the use of evaluation instruments.

The project director and curriculum consultant instructed the coordinators on the implementation of the instructional program.

Community Involvement

At each of the project schools, a school advisory committee which meets once a month was formed.

Each individual school advisory committee selected a total of five members to represent the school at the bilingual advisory board.

There are five schools represented in the bilingual advisory board: four public and one parochial.

Parents are kept well informed concerning local school activities by means of bilingual bulletins and are invited to visit the classrooms.

The fluency committee consists of two members of the staff and two members of the community. This committee is responsible for interviewing prospective bilingual teachers in four areas: oral fluency, ability to read and write Spanish, and attitudes toward the Mexican American child.

The budget committee includes five community members of the advisory board and the project coordinators of the five project schools. They meet periodically as needed and act in the capacity of advisors where budget matters are concerned, providing input from school and community with regard to necessary expenditures.

The members of the parent curriculum committee had an opportunity to meet with the project teaching staff to discuss the program. A representative from the committee was responsible for informing the advisory board on matters pertaining to the work of the parent curriculum committee.

Project to Advance Cultural Opportunities (PACO)

Project Director:	Miguel Muto
Address:	135 Van Ness Avenue San Francisco, California 94102 (415) 863-4680

The "Proposal for Continuation of Funding" presents a series of chapters on description of the project, review of third year operation, evaluation of project goals and objectives, summary of evaluation, identified strengths and weaknesses, and other aspects of the program (pp. 1-39). Some excerpts from the discussion of these aspects are summarized below.

Description of the Project

The target group consists of 50 percent Spanish speaking and 50 percent English speaking elementary level students from the Mission District of San Francisco. In its fourth year, the project serves 250 children.

The educational program for the Spanish speakers includes Spanish as a second language, reading, writing, and arithmetic skills in both languages. It is also the aim of the project to develop in students an appreciation of the culture of the second language group, as well as of their own (e.g., English speaking students will develop an appreciation of Latin culture and heritage). Emphasis is placed upon valuing various Latin American and Spanish cultures as they exist in San Francisco.

Long range goals are directed to meeting the students' needs. Five year program objectives include development of a successful prototype of bilingual instruction which will accomplish the goals and which can be expanded for all Spanish speaking students and generalized to serve many students who speak other languages and English.

Five year objectives for students include full or partial bilingualism, reading and writing skills in English equal to established district norms, competence in Spanish language skills, understanding of and pride in cultural heritage, and accomplishment in all regular subject areas equal to established district norms.

Project components include instruction from kindergarten through fifth grade in the fourth year of operation, extending to grade six by the fifth year. Emphasis is placed on individualized instruction by means of multiage, multigrade level groupings and adoption of bilingual science materials and curriculum development tailored to meet the needs of the Spanish and English students in an integrated learning situation. A program development team, made up of representatives of each grade level, meets twice a month to study new techniques and methodologies to find ways to improve the program. Staff development is designed to produce competent, sensitive bilingual teachers, teacher aides, home-school aides, support staff and administrators, including multicultural coordination and program expansion into other zones. Community involvement is designed to utilize the valuable resources represented by parents and other community representatives, by means of teacher-parent workshops and events outlining cultural and artistic patrimony as a way of building bridges of cultural understanding and cooperation among the different members present in the community. All of this is supported by systematic management and evaluation designed to ensure efficiency, accountability, and maximum gain from the resources provided in this project.

Specific fourth year objectives include a full year's growth for 250 students, grades kindergarten through five, in cognitive and affective areas; significantly improved participation of parents and advisory committee members; demonstration of improved skills in teaching and curriculum development areas in need of development by the program development team; individualized instruction and multigrade grouping, as opposed to a more traditional control group; development of a viable language model and its implementation; development of performance objectives meaningful to the classroom situation; revision of the five year program objectives and adaptation and production of a number of instructional units in the areas of science and Spanish as a second language; development of objective and useful testing norms for children in the program and ways of assessing their progress related to district norms; and finally, the coordination and placement of students from the Mission Education Center into bilingual, ESL, or regular district programs.

A regular inservice program for staff and teachers, together with alternate courses for the paraprofessionals, is conducted to keep staff, teachers, and aides in contact with the latest developments in bilingual-bicultural education and in areas relating to general professional and educational growth.

Ethnic identification and national origins of the students in the project are very heterogeneous. The national origins of children in the project have been examined in detail elsewhere (First Year, Interim, and Final Evaluation Reports).

Roughly one-third of the project pupils are Mexican or Mexican American, one-third are Central American, and one-third are South Americans, Anglos, Black Americans, and others. Language dominance does not follow ethnic lines very well in the project. It seems unlikely that more than about a fourth of the students are ethnically distinct in any mearingful sense.

The families of students in the project are about half and half dominant Spanish and dominant English speaking. About 75 percent of the children were born in the United States and 25 percent elsewhere. About 51 percent of the project mothers were born in the United States, but only about 41 percent of the fathers are native born citizens. Of heads of households, 24 percent of those born in Mexico, 5 percent of those born in Central America, and none of those born in other Spanish speaking countries are United States citizens; however, 50 percent of those household heads born outside the U.S. but not in any Spanish speaking country are U.S. citizens.

Review of Third Year Operations

The major modification recommended for the year 1974-75 is the initial decision of the evaluation team that the major thrust of the project should be centered on instruction rather than on revisions, as was the pattern in previous years. This recommendation allowed staff and teachers to center on instructional objectives and their utilization in the day to day classroom situation

The evaluation plan submitted early in December stated that the "focus on the evaluation of this project will be centered on student achievement and classroom instruction."

The focus then centered on areas vital to this objective, namely, preservice and inservice (comprehensive) training, updating the para-professionals' skills, increasing involvement of community resource persons in the educational process, hiring consultants with an adequate understanding of the multicultural process and learning integrated situations.

Summary of Evaluation

1. In the area of language, the project is evaluated as follows:
   a. The English dominant and the bilingual children scored better in the English test than in the Spanish test of the Inter-American Series Test of Reading in reading and vocabulary comprehension. This lower performance in Spanish indicated

that the fourth grade children need more instruction in Spanish in the areas of reading and vocabulary comprehension.

b. The English dominant children scored much better in English than in Spanish in reading and vocabulary comprehension; however, the Spanish dominant children seem to be doing about the same in both English and Spanish in reading and vocabulary comprehension. This information indicates that the English dominant children need more instruction in Spanish and the Spanish dominant children need more instruction in both English and Spanish in the areas of reading and vocabulary comprehension.

c. The bilingual children scored better than the English and Spanish children in all three subtests in both English and Spanish in reading and vocabulary comprehension. The bilingual children do not seem to be performing lower in either language and, therefore, should continue receiving equal instruction in both languages in reading and vocabulary comprehension.

2. In the area of mathematics, the project is evaluated as follows:

Almost all the fourth grade children have mastered the required material in addition, subtraction, multiplication, and division. Approximately half or a little less of the children have mastered Roman numerals and measurement, and less than one-third of the children have mastered sets and fractions. This information indicates that the teacher needs to concentrate a little more time on the instruction of Roman numerals and measurement and much more time on the instruction of sets and fractions.

3. In the area of science, the project is evaluated as follows:

All the children are able to identify parts of the body and approximately one-third are able to apply teacher-made experiments. The students need more instruction in the required material in order to apply their knowledge and skills to teacher-made experiments.

4. In the area of social studies and cultural heritage, the project is evaluated as follows:

All the students can describe traditions, customs, and other aspects of the way of life in different cultures; most of the students can describe major contributions of minority groups; and approximately half the students can describe major social and ecological characteristics of the state of California.

Denver Primary Bicultural-Bilingual Program

Project Director: Robert W. Hirsch, Director of Federal Projects

Lena L. Archuleta, Supervisor of Primary Bilingual Education Program

Address: 2320 West Fourth Avenue
Denver, Colorado 80223
(303) 744-3601, Extension 53

The "Proposal for Continuation of Funding" presents a series of chapters on instructional components, materials development and acquisition, staff development, and community involvement (pp. 1-28). Some excerpts from the discussion of these aspects are summarized below.

Instructional Component

With the increased number of children involved in the program, the growing volume of books, audiovisual materials, and realia related to Mexico, Spain, and the Southwest available in all classrooms and in the library, and the desire of other teachers to participate in the bilingual instruction effort, many other children at Elmwood have had some opportunities in biculturalism. The Early Childhood Education Center teacher and the kindergarten teacher worked together in a team-teaching approach; thus, the four year-olds were exposed to many of the same bilingual experiences as the kindergarteners. The continuation of the Title III program which brings in a teacher to work with four and five year-olds who are Spanish monolinguals also made some contributions to the program at the early childhood levels.

The Spanish and English instructional program was carried out through a grade-level, team-teaching effort with one English speaking model, one Spanish speaking model, and a bilingual aide. A tentative guide with nine units per grade level was implemented and served as an instructional tool for those teachers charged with the Spanish language. A basic collection of materials, which included chart stories, pictures with appropriate labels, tapes, games, and so forth, assisted the teacher in working with the children not only on the learning of vocabulary but also on the conceptualization of ideas. These units were taken from the regular Denver Public Schools Instructional Guide and adapted for Spanish language learning and objectives.

"Ayúdenles," a leaflet produced for each grade level, has been mailed or sent home several times this year. It has as its purpose to let parents know what English and Spanish language skills are being stressed during a particular month and how they might assist in reinforcing this learning at home. It also contains pertinent information about the classes that teachers may wish to convey to parents. Parents were sent a questionnaire asking them to express their opinion about "Ayúdenles." Eighty-two percent of the parents who returned the questionnaire indicated they felt the leaflet gave them ideas for helping their children; 98 percent expressed the opinion that it is important for parents to assist in the education of their children; 73 percent said they felt it necessary for parents to assist in the classroom. These comments from parents seem to indicate that there is a great potential, at least on the part of a solid nucleus of parents, for increased parent involvement.

Additional information on pupil achievement is measured through standardized tests. The Boehm Test of Basic Concepts was administered at the kindergarten level in January 1973 and results feel only slightly

short of the goal. The reading and language subtests of the California Achievement Test battery were given in April 1973 to grades one, two, and three at Elmwood and to children in the same grades at a neighboring school.

Materials Development and Acquisition

A kindergarten through grade three tentative guide containing 36 instructional units was produced in the summer of 1973. Each unit was designed to help the teacher, whether experienced or new to the program, in providing Spanish language instruction. The units were based on materials usually considered appropriate for presentation at a particular grade level. Each of the units consisted of essential vocabulary to be used in labeling, giving directions, and conceptualization of ideas. The second part of the unit was a list of suggested activities followed by original chart stories related to the subject matter. The last section was the bibliography of resources available at Elmwood for teacher as well as pupil use. Accomparying the guides for each grade level was a basic group of large charts ready for use, some pictures and drawings illustrating what was to be taught, games, tapes, and other instructional materials which teachers could utilize immediately. It was, of course, expected that each teacher would produce additional materials as needed.

The acquisition of materials from commercial sources as well as from the Materials Acquisition Project (MAP) has been a great help to everyone working in the program. The school now possesses a very fine collection of bilingual Spanish books, audiovisual materials, realia, and other resources.

Staff Development

By the end of the school year 1973-74, teachers and paraprofessionals will have participated in 22 different opportunities for professional growth in the areas of bilingual-bicultural education, language development in general, and related subjects. Meetings were planned cooperatively by project staff and the principal and faculty at Elmwood School.

All inservice meetings have been evaluated with all rating over 3.0 on a four-point scale. This seems to indicate that staff development opportunities have been useful to the participants and have helped them develop skills and techniques for use.

Particularly successful have been the cooperative inservice programs and workshops sponsored by the program with the participation of all other Colorado bilingual programs. A two-week workshop was held for programs in the area with 46 in attendance. In August of last year nearly 100 persons participated in the cooperative workshop at Adams State College.

Community Involvement

Early in the year it was suggested by both the principal and teachers that it might be well to organize a parent advisory group which represented all grade levels. Since it became obvious with the open school ready for occupancy by next fall that it would be better to

involve all pupils in a bicultural-bilingual program, the idea of a parent advisory group representing Title I, Title VII, Title III, and other programs seemed feasible. This idea was discussed with various supervisors charged with special programs and with parents, and it was generally agreed that this move had potential for strengthening community participation and parent involvement.

Parents who had been on the various advisory committees, as well as parents who had expressed an interest in last year's survey, were contacted. All were invited to attend the first meeting held in October. At that time officers were selected and general orientation to the purposes of such a committee were discussed and agreed upon by all. There seemed to be a genuine interest in knowing what all special programs were doing so that parents could be better informed.

The parents are offered several courses which are designed to help them keep abreast of the new approaches in the education of their children. Among the courses offered to parents are Spanish (beginning and advanced) and Child Psychology (15 parents were enrolled in the spring of 1973 for college credit through the Denver Community College).

Las Cruces Bilingual Education Project

Project Director: J. Paul Taylor

Address: 301 West Amador
Las Cruces, New Mexico 88001
(505) 524-2894

The "Proposal for Continuation of Funding" presents an assessment of current year operation, an interim evaluation report, a summary of the research evaluation for 1971-72, a brief statistical summary of the seven tests applied to students in the program, and an educational accomplishment audit report. The proposal also presents eight sample schedules for grades kindergarten through seven (pp. 1-55). Some excerpts from the discussion of these aspects are summarized below.

Educational Accomplishment Audit Report

Objectives of the project are listed below for reference throughout this report:

> The purpose of the Las Cruces Public Schools Bilingual Education Program is to develop a school program package specifying curriculum, materials, instructional methodologies, staff training and materials, and community interaction techniques which, when applied to Spanish speaking children who have low functional levels in English, will produce the following instructional outcomes:
>
> 1. Increased* academic achievement
> 2. Increased* bilingual abilities
> 3. Increased* language creativity and spontaneity

4. Increased* bicultural understanding and appreciation
5. Increased* feelings of self-worth
6. Increased* parental involvement in the educational process
7. Improved* parental attitudes toward the educational process

*In relationship to performance of a control group of similar students and parents.

Project Evaluation and Comparative Findings

The overall objective of this program has been to increase the self-concept, mental ability, and educational achievement of Spanish speaking students through a sustained primary, a culturally centered language arts program, Spanish and English instruction, and parental involvement. The project began July 1, 1969; and the history of development and achievement made in the program during the first three years is available through the six audit reports, together with the critiques of the project's evaluation designs and the project's own evaluation reports.

In general, evidence is accumulating which tends to announce progress toward the specific objectives of the program for all experimental groups. Safe conclusions regarding the increase in academic achievement must await more generalized treatment and analysis of data by the evaluation team.

In general, the auditors, through onsite observations, found no serious discrepancies between project self-evaluation and project pronouncements.

Component Product, Process, and Management Evaluation

Curriculum Development Component. The curriculum development activities center on the continued design and acquisition of bicultural materials, especially guides for grades five and six. Tapes in Spanish and English, listening stations, teacher-made charts in both languages, as well as student-made charts and bulletin board work in both languages, are some of the devices being used in all experimental classrooms.

Several teachers of grades three through six indicated a continuing need for acceptable reading materials written in Spanish. Good materials that are too elementary are available.

The Instructional Component. Instruction, teacher-pupil interaction, and pupil-pupil interaction were observed by the auditors in both English and Spanish in seemingly equal amounts, depending on the circumstances, needs of the children, and established patterns of the classroom. Once again, the most common pattern was that of "English one day and Spanish the next." A very clear difference in language instruction between the control and experimental classrooms, with the one exception of the rooms in both schools, is again confirmed by the audit. In the control classrooms, English is the dominant language with no visibility of another language reflected in materials, books, or bulletin boards;

instruction observed is entirely in English. However, the control first grade rooms at Mesilla are now using both languages for reading, spelling, writing, and listening activities. These rooms cannot be used for control groups in harmony with the long standing design of the project. Management and the evaluation team will need to give attention to possibilities that (1) sufficient data will be obtained from groups presently in grades two through six to adequately test the research hypotheses of the project, or (2) funding of the project will probably not continue through the six to eight years necessary to profit from data to be acquired from children presently in grade one, or (3) other alternatives can be discovered for providing for suitable control groups in grade one for the current year.

All teacher aides were observed operating in instructional roles in all classrooms. Excellent relationships exist between teachers and aides. No question is ever met now which might reflect a concern about what an aide might do in the classroom. All aides are now required to take a college credit course (their tuition is paid for them) or they must show justification through their teacher and principal for not enrolling.

Staff Improvement Component. As indicated in the above paragraph, all aides in the project are expected to participate in some sort of inservice program. A special tuition-paid college credit course has been developed through cooperation with officials from the College of Education at New Mexico State University.

The inservice program for teachers conducted this fall seems very much appreciated by all. Cooperative planning and conducting of the workshops lends a relevancy to the sessions. Much interaction between project personnel has been possible at these meetings.

Parent-Community Involvement. The bilingual, bicultural thrust of the project is spreading to other classrooms in the school district as noted in previous audits and from the control room problem current in first grade at Mesilla.

"El Mirasol," a project newsletter, is being published in both languages and sent home with the children of both experimental and control groups. All parents throughout the years have cited this newsletter as a valued communication from the schools. It publishes work and writing of children in the project.

Evaluation Component. The full accountability procedures for the evaluation team developed by the project and included in the March 31 "Quarterly Report" are helpful to the audit. The evaluation team and project personnel have concluded that the Cross Cultural Attitude Inventory and the Culture Knowledge Inventory are not suitable for measuring progress toward the goals of the project, and the evaluation team is presently developing a Knowledge-Attitude Appreciation Scale which they hope will be suitable for use in grades K-6. They are also developing a Culture-Language Preference Test in the form of a modified jukebox presentation whereby a student may select stories or songs from a menu affording a choice between Spanish and English.

All data are now updated and on the computer so that data desired can be immediately retrieved up through the 1971-72 school year, whether the data relate to one child, one teacher, one class, school year, or project.

Objectives, Product, Process, and Evaluation

Objectives. The overall objective of this project -- which is to increase the self-concept, the mental ability, and the educational achievement of Spanish speaking students through a culturally centered language arts program, Spanish and English instruction, and parent involvement -- seems to be progressing very satisfactorily.

Curriculum. The bilingual specialist and the translator are in charge of updating the latest statistics in New Mexico history, using the latest words in accepted form and the latest syntax, and utilizing the Spanish equivalents of new words in the study of "space" in science. These curriculum guides have been utilized by some teachers. Teacher-produced materials based on these guides, experience, reading charts for the primary grades, and commercially produced materials such as science kits and filmstrips in Spanish are kept in the materials center and are being utilized by the teachers.

Instructional. During visitations in the experimental classrooms, the children spoke and read in both Spanish and English. It was interesting to note the ease and pride with which the students spoke, read, and wrote in both languages.

Staff Improvement. In speaking with the teachers, aides, interns, and student teachers to get an idea of their attitudes toward the project and to see if they felt the students were showing progress socially as well as academically, it was found that all were pleased with the progress. However, some expressed concern whether the self-concept being transmitted to the students now would be maintained throughout the students' entire school experience.

New teachers being hired for this project value an inservice training which makes them aware of the students' social and academic needs. This type of inservice prevents the possibility of a new teacher stressing one language more than the other in instructing. Their monthly meetings are planned and conducted by two different teachers under the supervision and guidance of the project coordinator.

Parent-Community Attitudes. The parents interviewed were most pleased with the project. One family is commuting across town so that a child may take advantage of such a project. Some of the parents are eager to see what the results of the research will show, and some of them are anxious to see if the students will continue to do good work in junior high school after six years of bilingual education. Some parents hoped the bilingual education would continue in junior high in the language arts area. Greater emphasis could be placed on home visitations.

Evaluation. At this time the university researchers have data that is available when needed. Progress has been made in the retrieval of data. It will be interesting to see how the present sixth graders will rank academically in the seventh grade.

Santa Fe Public Schools Bilingual-Bicultural Education Program

Project Director: Mariano Romero

Address: 610 Alta Vista
Santa Fe, New Mexico 87501
(505) 982-2631

The "Application for Continuation of Funding" presents a review of third year operations in which the main objectives of the project have been analyzed by the program evaluator, the program auditor, and the State Director of Bilingual Education (pp. 1-32). Some excerpts from the discussion of this aspect are summarized below.

1. Objective. To provide an instructional program that will develop the bilingual communication skills of the Spanish American culture of the Southwest.

Evaluator: In order to achieve the intent of this objective, the teachers should spend instructional time in Spanish and English, using the languages as media of instruction and as reinforcement tools.

Auditor: Much more Spanish is being used by teachers and students both in and out of the classroom than was used in previous years.

State Director of Bilingual Education: The following observations are pertinent:

a. All third grade teachers have a positive attitude toward the program.
b. The principals are backing the program very positively.
c. There is evidence that the children who have undergone two years of instruction through Spanish feel confident in the activities they undertake in that language.
d. There is a positive move towards a modified open concept arrangement.
e. The multiple text approach is being used and many collateral materials (in English especially) are available.
f. Teachers are making use of the materials available through the materials center located at the administration building. The materials specialist has a fine collection and has a system for rotating materials into the classroom. Materials in the center include books in both languages, filmstrips, professional reading matter, cassettes, transparencies, films, records, Language Masters, Viewmasters, printed songs, and printed games.
g. The materials specialist visits the classrooms and assists teachers with materials and methodology.
h. All teachers are participating in an ongoing inservice program. The third grade teachers felt positive about this aspect of training.

The utilization of SCDC (Spanish Curricula Development Center) materials have strengthened this objective on the Spanish component by 100 percent in classes where utilized.

2. Objective. To provide a program which enables each pupil to proceed at his own rate of development.

Evaluator: The intent of individualized instruction is either a teacher-tailored set of self-learning materials or programmed instruction from commercial sources. It can, in addition, mean individualized attention to learning problems of the pupil. It is in these latter two respects that the program implements this objective. The children were observed in all but one class doing self-directed work at their own pace with the teacher, aide, or occasional visitor functioning as a resource person.

Auditor: The project is meeting this objective in its classroom management techniques and strategies. Teacher attitude was positive and enthusiastic, leading to creative teaching techniques; interest or learning centers, group approaches, and individualized methods were apparent.

State Director of Bilingual Education: There is a positive move towards a modified open concept arrangement. It was observed that children have freedom to do self-initiated reading. The multiple text approach is being used, and many collateral materials in English and Spanish are available.

3. Objective. To provide preservice and inservice training of teachers and teacher aides to develop skills in methodology and use of multi-media in the instructional program.

Evaluator: The director has provided inservice training during the year to his bilingual staff. This training is conducted in Spanish and provides the teachers with specific classroom protocols.

Auditor: The project evaluator has presented a number of training sessions in instructional accountability and writing behavioral objectives. Title VII program inservice teachers and teacher aides are enrolled in an intensive Spanish exposition course which includes the oral, reading, and writing aspects of the language, in that order. They are also taking the history and culture of the Southwest with particular emphasis on New Mexico. These courses are being taught in Santa Fe, New Mexico, through New Mexico Highlands University.

4. Objective. To increase the knowledge of the history and culture of the ethnic groups represented in the community.

Evaluator: This objective is achieved by giving evidence of the introduction of cultural, historical elements into the program. This may occur in two ways:

a. At regularly spaced intervals in the academic year.
b. Through the medium of social studies instruction given more or less on a daily basis.

The teachers and the activities of their pupils, together with the materials prepared, showed that a well-designed plan of visits to cultural historical locales was underway.

Auditor: The acquisition of El Palacio, Museum of New Me
publication series, from its initial publication in 1918 to the pre
brings invaluable historical information to all teachers in the pro
The Museum of New Mexico graciously lent the project the indexes fr
1918 to 1972 and they have been duplicated for all project schools
have a copy of authentic historical data.

The classrooms have many evidences of culturally relevant
materials. The art prints by Goya and Velásquez are very significa
The Museum of New Mexico art portfolios and cultural suitcase exhib
of clothing and arts and crafts have been enthusiastically received
the children.

5. Objective. To help children develop positive feelings of
self-worth.

Evaluator: This objective is being met by means of the H
Development Program. This program is designed to facilitate learni
the affective domain, thereby improving motivation and achievement
areas of education. The strategy is to employ cumulative, sequenti
activities on a daily basis as outlined in the lesson guides. The
vehicle is the "magic circle," a communications system which incorp
group dynamics techniques for children in a structured learning env
ment.

6. Objective. To develop cultural awareness and to use comm
members as resource people.

Evaluator: The Santa Fe community is unique in that its
teachers are long time residents and members of it. In Santa Fe th
teachers are its community, and this brings the unique resources of
community into the classes.

7. Objective. To improve school and community relations thr
personal involvement and interaction with parents and community gro

Evaluator: This objective has been accomplished in the
following ways:

a. The establishment of a strong PAC (Parent Action Coun
b. The invitation of parents to visit and become involve
classwork.
c. The accompaniment of children by parents while on cul
tours.

Auditor: One thing the auditor has gathered which is ind
of the amount of involvement and interest there is in the community
restlessness and feeling of frustration among people who want to ex
the program. Some supporters of the project speak militantly to ex
the program. That is a sure indicator that it is needed and wanted
community. It may be difficult for the school district administrat
the educational establishment, but it speaks for the program.

It is indeed gratifying to say that the PAC is at its hig
peak since its organization. It is continuously seeking ways to he
bilingual program and recently has shown great concern for passage
state legislation for bilingual education by member attendance and
at committee hearings in the state legislature.

Some of the parents, besides being active in the PAC, have formed a Bilingual Parent-Teacher Club within their own school whereby they have become more informed and involved in the educational process of their children.

8. Objective. To develop instructional guides that can be used in the bilingual program.

Evaluator: Instructional guides are materials, methods, and plans for achieving behavioral objectives. In the light of this definition, then, performance objectives are the reference points for the development of guides.

Auditor: The most impressive work the auditor has seen anywhere is the work being done by the staff in developing objectives to be used in the criterion-referenced test construction. That, coupled with the previous work in curriculum development and expanded to include strategies/methods, should produce an extremely effective program guide.

Behavioral objectives for grades one, two, and three have been developed by the teaching staff. It was on these objectives that the Program Evaluator based the criterion-referenced tests which he developed for pre and post testing. The fourth grade objectives will be developed in the near future.

Bilingual and Multicultural Education Program

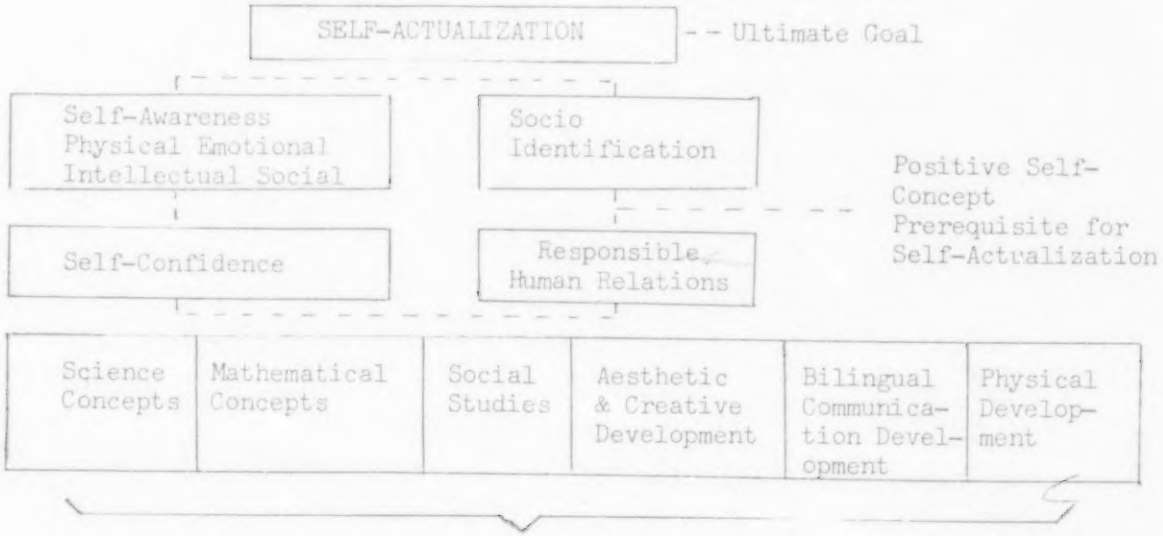
Project Director: Pablo Pérez

Address: 919 South Lamar Street
Dallas, Texas 75202
(212) 744-5934

The "Proposal for Continuation of Funding" presents a series of chapters on scope, objectives, instructional component, teacher training, materials preparation and acquisition, and community involvement (pp. 1-89). Some excerpts from the discussion of these aspects are summarized below.

Scope of the Bilingual Multicultural Education Program

The Bilingual Multicultural Program has been implemented under the philosophy of education for self-actualization. The following figure depicts the purpose of the program:



Instructional Components and Vehicles to Achieve Positive Self-Concept

Goals

1. To help the student develop a positive self-concept. The student who will have participated in the program for five years will:
   a. Have developed self-awareness as regards the physical characteristics of his body; his status and role in the family; his status and role in the class; and similarities and differences in relation to his peers.
   b. Have developed a positive sociocultural self-identification.
   c. Know the contributions made to society by the Mexican, Mexican American, Afro American, and Anglo American forefathers.
   d. Appreciate literature, music, and art of Anglo, Hispanic, and Afro American origin.
   e. Understand some aspects of culture conflict and be able to resolve them in his daily tasks.
   f. Ascribe worth and dignity to the individual for what he is, but also appreciate individual achievement.
   g. Appreciate fully the present but be able to state future goals and work towards them.
   h. Have developed a self-confidence expressed by willing participation in class activities; assuming leadership roles with peers as well as being a contributing member of a team; being competitive and aggressive in a socially acceptable manner; being aware of his potential and limitations; and by assuming responsibility for his own unique contributions.
   i. Have developed wholesome and responsible human relations, expressed by his attitude of sharing; facilitating peer relationships by warm and friendly approaches to individual and group interaction; and by being aware of the impact of his actions on others.

2. To enhance concept development.
   The concepts to be learned are typical of mathematics, science, and social studies as well as literature, art, and music. These do not differ from the regular program except that they will be taught bilingually.

3. To help the student become functional in an urban environment.
   The student who will have participated in the program for five years will:

   a. Practice safety at home, school and the street.
   b. Know and appreciate the community helpers.
   c. Know about, and use, facilities available for such purposes as recreation, etc.

4. To promote functionality in two languages, English and Spanish.
   The student who will have participated in the program for five years will:

   a. Be able to understand and communicate in his daily tasks with equal facility in both English and Spanish.
   b. Be able to learn and communicate scientific, social, and cultural concepts in both English and Spanish.
   c. Value bilingualism by using whichever language is appropriate for the occasion, regardless of his maternal language.

Communication Skills Rationale

Communication between people must be defined as falling into at least two large modes: the primary (verbal or non-verbal) and the secondary (the symbolization of the primary). Bilingualism in a child points to an equal mastery of both languages in both communication modes.

In the early stage, all language must be learned sequentially; and, likewise, the primary communication mode (oral speech and paralinguistic activity) must be sequenced before the secondary (reading, writing, and spelling). Based upon this cognitively oriented theory of language acquisition, training in oral language must be undertaken in order to assure the child's success in the acquisition of reading and writing skills.

However, language learning in both modalities can be accomplished only if the affective domain is held to be of prime importance. That is, since language is so much a part of the child's self-concept, he should never have to undergo verbal punishment for not performing according to externally imposed levels of correctness. This positive approach to language guarantees that every child will be affectively ready for cognitive development in both Spanish and English.

A detailed description of English as a second language (ESL) and Spanish as a second language (SSL) was given in the 1972-72 Continuation Plan.

Component Objective (ESL)

The monolingual or bilingual Spanish speaking child will be able to function freely and confidently in English, exhibiting a basic command

of the English sound system and its structural patterns and with spontaneous production of vocabulary relevant to the home, the classroom, and the immediate community.

Component Objective (SSL)

The monolingual English speaking child, regardless of ethnic background, will develop a sense of awareness and pride in speaking Spanish and will be able to comprehend, interpret with expression, and communicate fluently in Spanish.

Spanish for Spanish Speakers Rationale

Many of the Spanish speaking people of the Dallas region, while possessing much of the vocabulary and syntax of Spanish, show a certain degree of interference from these when speaking in English. Because there is a scarcity of written material in the home, most words are orally reproduced as they were aurally comprehended. English also provides many of the nouns of Spanish while the sentence structure used remains Spanish.

It is necessary to introduce the Spanish speaking child to current Spanish syntactical and lexical usage through appropriate language development materials to present those structures which the student is most likely to need for social interaction.

Component Objective

The child will be able to speak the Spanish language, in appropriate sentence structures, in current pronunciation, vocabulary and verb patterns, at his level of achievement.

Spanish Reading Rationale

Reading serves as the foundation of success in all academic areas. The importance of beginning reading skills cannot be overemphasized because it is these skills which provide cornerstones on which later skills are built. Oral language development is one of these skills. This phase of reading is properly included in the instructional area, Spanish for the Spanish speakers.

The reading program has been divided into levels to promote flexible grouping in accordance with the various needs, interests, and degrees of achievement of the child.

Teaching a child to read is the most important responsibility a teacher can assume. Much of the future success of his/her students will largely depend on that teacher's ingenuity, creativity, and proficiency in teaching the various facets of the complicated reading act and on an ability to motivate students to enjoy reading. Therefore, the rationale here is that the need to develop good readers is so great in the target population, that every technique to accomplish this will be investigated.

Component Objective

The students will acquire habits and develop skills that will enable reading at their level of ability and stimulate and accelerate them to a rate of progress in keeping with their potential.

Social Studies Rationale

Social studies continuously promote an understanding of a person's varied roles in life. Thus, the social studies program is one of life education. It deals with each individual's concern for himself as a person. This concern is then extended to others. The interpretations that each individual makes from the verbal and nonverbal interactions with himself and others in daily experiences will in effect mold his/her self-concept.

In order for any person to attain his full potential, both the affective and conceptual domains have to interrelate in each situation attempted.

Each learning experience is presented with a conceptual focus in which the child is guided in using one of the various thinking processes of discovering, questioning, investigating, and generalizing about and evaluating situations.

Through the conceptual facet of learning materials that will visually present an array of ethnic and cultural groups, value systems and other affectively produced behaviors are clarified and intensified.

Component Objective

The child will recognize, appreciate, and relate to his/her socio-culture and will compare his/her total environment with other socio-cultures.

Aesthetic Rationale

Literature is a gallery into the form and spirit of man. It creates a basis for the understanding of style, language, and the deliberate power of words. It serves to stimulate a natural curiosity for literary works. Its core is presented as an enrichment of the social studies component as well as a development of cognitive skills transferable to the reading skills needed for the intermediate elementary years.

The art subcomponent of aesthetics studies is based on the development of both the cognitive and aesthetics levels. It was written for teachers not having specific preparation in art so that a sound program may still be offered. The activities and motivation of the component establish a connection between the creative work of children and the conditions in which artistic creativity can flourish.

Aesthetic judgment becomes an intuitive activity after critical and evaluative skills have been developed through an art program. Therefore, the component is structured so that problem solving situations are continuously encountered. There is encouragement to organize thoughts, ideas, feeling, and actions so that a coherent product emerges.

Component Objective

The child will enjoy, manipulate, appreciate, and freely express himself through the creative and aesthetic mediums representative of his multicultural heritage.

Music-Motor Skills Rationale

Music is included in the bilingual multicultural curriculum because it is an integral environmental force in the pupils' lives and their cultural heritage. Also, music provides them with a means of personal and emotional expression for recreation and communication.

The music program is designed to help the children discover ways to participate in music by learning to listen with understanding and discrimination, acquiring skills, and finding joy in performance. Also, they are aided in their creative and expressive endeavors so that they may use all this to satisfy personal needs.

Component Objective

The students will receive exposure to and training in music that will enable them to better enjoy, understand, appreciate, and express themselves through the music of their heritage.

Science Rationale

Science remains constant regardless of the language in which it is taught and used. There is no value, therefore, in generating any science program scope for Levels I-V of the bilingual program that differs from the state-approved plan now used elsewhere in the Dallas Independent School District. Therefore, this program follows the existing Dallas Independent School District plan but includes, according to the students' language dominance, the teachers' use of Spanish where appropriate in classroom activities, reference to immediately local examples whenever possible, and augmentation of student reading activities with Spanish texts whenever necessary.

Component Objective

The criteria for evaluation will include all students, at the end of the 1973-74 school year, responding in English and Spanish with 75 percent accuracy to, for example, teacher-posed questions that are framed according to the objectives of the locally adopted instructional instruments.

Mathematics Rationale

Mathematics remains constant regardless of the language in which it is taught and used. There is no value, therefore, in generating any mathematics program scope for Levels I-V of the bilingual program that differs from the state-approved plan now used elsewhere in the Dallas Independent School District. Therefore, this program follows the existing

Dallas Independent School District plan but includes, according to the students' language dominance, the teachers' use of Spanish where appropriate in classroom activities, reference to culturally pertinent examples whenever possible, and augmentation of student reading activities with Spanish texts whenever necessary.

Component Objective

The criteria for evaluation will include all students, at the end of the 1973-74 school year, responding in English or Spanish with 75 percent accuracy to, for example, teacher-posed questions that are framed according to the objectives of the locally adopted instructional instruments.

Materials Acquisition, Adaptation, and Development Rationale

Materials, acquired or developed, are the backbone of any educational endeavor. The Bilingual Multicultural Education Program is cognizant of the fact that present day available materials do not always meet the educational deficits of the local community. This community, the bulk of whose children are typically urban and multiethnic, has long needed curricula and is providing the proper blueprint for procedural steps through this materials acquisition component.

The rationale for this component can therefore be simply stated as satisfying the basic need for "opening the students' minds, through effective instructional materials."

Component Objective

Materials and programs will be procured, researched, applied, adapted, and/or developed. Systematically, all locally developed materials will go through the processes of design testing, pilot testing, field testing, along with the necessary revisions after ongoing program evaluation and constructive feedback is incorporated.

Staff Development Rationale

A general assumption is that if a teacher is bilingual, by that very fact she is a bilingual teacher. This is not necessarily true. The majority of the teachers who are placed in bilingual programs have received the same type of training as all teachers in the same colleges and universities.

Therefore, the bilingual staff development component is a comprehensive program that will produce teachers who:

1. Are aware of sociocultural backgrounds.
2. Have the knowledge base and skills to develop learning programs and language skills.
3. Will be able to translate this theory base into units of activity.
4. Will be able to implement the units as part of the classroom procedure.

Component Objective

To develop a cadre of highly trained personnel in bilingual education.

Community Participation Rationale

The community participation component is guided by the rationale that states "we accept you as you are and respond to your needs as you see them, not as we would have you see them." Guidance is also provided by the learning theory which advocates that "learning is first affective then cognitive." Through parent education, the program will seek to dispel the idea that "authority comes from a point outside of ourselves." It is planned to work with the parents in such a way that what is said and done demonstrates that which is being taught.

Component Objective

Community participation objectives are to enhance parental participation in program development, teaching and learning, program monitoring, and community understanding of the goals and accomplishments of the bilingual education program.

Bilingual Secretarial Training Rationale

Although bilingualism has been used in diverse areas of public school education, little has been done to implement this approach in the vocational office education component. Here, bilingualism is achieving increasing significance and, hence, demand.

The goal of this component is to provide students who are interested in pursuing a bilingual secretarial career with the technical instruction and practical work experiences that better meet their needs.

Component Objectives

Tenth Grade. The students will develop proficiency in reading and orthography of the Spanish language and will be made aware of the similarities and differences in business communications of Spanish speaking countries.

Eleventh Grade. The students will increase their proficiency in reading and comprehension of more advanced Spanish and will acquire typing, shorthand, and other office skills essential in business communications and in the management of a business office.

Twelfth Grade. The students will gain job proficiency through on-the-job training experiences and via the laboratory sessions wherein they will review shorthand, typewriting, and business correspondence techniques. Other individual needs will be met during the laboratory sessions according to the requirements of the job where the student is being trained.

Proyecto Bilingüe Intercultural

Project Director: Alberto Villarreal

Address: Bilingual Program Development Center
141 Lavaca Street
San Antonio, Texas 78210
(512) 227-4195

The "Proposal for Continuation of Funding" presents a series of chapters on the three components, the Multimedia Development Project, the Junior School Curriculum Development Project, and the Bilingual Office Occupations Curriculum Development Project (pp. 1-93). Some excerpts from the discussion of these components are summarized below.

1. Multimedia Development Project

Review of Year Four

Long Range Goals. The long range goals for the project are as follows:

a. To develop bilingual curricula in social studies and language relevant to the needs of the Mexican American child at kindergarten and first grade levels.

b. To develop, through the social studies strand, those basic concepts which help the child to understand himself and the world around him.

c. To develop, through the language strand, oral language proficiency in both English and Spanish. Attention has been focused on those language items which have been identified as troublesome for Mexican American children.

d. To nurture, through the use of all these materials, the self-concept that promotes pride and satisfaction in the child's cultural background.

e. To develop those learning skills and attitudes to enable a child to make a successful adjustment to the school situation.

The specific objectives for each unit are found in the appendix of the "Teacher's Guide." They are in four areas: cognitive learning in the social studies area, cognitive skill development, affective development, and language skill development.

The performance objectives, in order of priority for each unit produced, are found in the appendix of the proposal being summarized here.

Interim Evaluation Report

Evaluation Design. The design for 1973-74 outlines a systematic formative evaluation of this project with six major goals. The evaluator

felt that these were necessary steps to be taken before a comprehensive summative evaluation could be prepared for 1973-74.

Although the general goals were arranged by the evaluator and the USOE program officer, an onsite visit by the program officer led to modifications of the goals. The overall objectives remain the same, that is, to arrange summative evaluation of field testing in year five (1973-74).

Goal

To provide the project coordinator with the information necessary to improve each unit produced through FY 1973. For each unit which will have been produced by the end of the school year 1972-73, the evaluation staff will accomplish the following:

a. Analyze the responses to the questions on the previsit information forms and use this information in planning the Unit Analysis Visits (UAV). Since the project coordinator is expected to help the teacher plan her participation in the analysis, the answers will represent the combined views of the system designer and a system user.
b. Obtain a priority ranking of the unit objectives by inspection of the previsit information responses.
c. Obtain a "match-up" between product and process objectives for each unit by recording the activities chosen to accomplish the objectives listed for each session.

2. Community Involvement Component

Review of Year Four

Long Range Goals. The main goal of this component is to foster broad-based support and understanding of the objectives, materials, and procedures developed at the Bilingual Education Center by providing two-way communication with parents and other interested members of the community.

The following is a report of the activities of the community involvement specialist:

All schools in the project were visited, Sept. 1972-Jan. 1973. Classroom visits were arranged for the three deputy superintendents, Oct. 1972.

Visits to parental involvement specialists in Edgewood, Harlandale, Alamo Heights, and South Side independent school districts were conducted, Sept. 1972.

Persons for Advisory Curriculum Committee were contacted, Nov. 1-13, 1972.

Volunteer aides were placed in the following schools, Sept. 1972:

Briscoe	Margil
Ogden	Baskin

Multimedia were shown at Ogden, Milam, Riverside, and Bowie and to Multimedia Advisory Committee.

3. Junior School Curriculum Development Project

Review of Year Four

Long Range Goals. The main goal for the Junior School Curriculum Development Project (JSCDP) is the identification and development of bilingual-bicultural materials for the sixth and seventh grade student which provide concepts, language development, and enhancement of the self-concept in all content areas. The scope and sequence of the bilingual instructional materials have been correlated with the existing LEA (local educational agency) curriculum.

Interim Evaluation Report

Evaluation Design. Only minimal evaluation has been accomplished since the Final Report, 1971-72. At this time it was determined that only the materials component of the project was being implemented to any significant degree and that prior to September 1972, Spanish material production was lacking. The project coordinator submitted a questionnaire to participating writers and teachers to determine teachers' attitudes and opinions to material and student reactions. Feedback unit sheets sent out to pilot teachers are used to revise specific units. The measures taken by the project staff and other SAISD (San Antonio Independent School District) personnel are described in the "Evaluation Design 1973-74." As in the case of the Multimedia Project, the balance of 1972-73 evaluation activities will be concentrated on refining and testing instruments for use in 1973-74.

Modifications

At the beginning of the 1972-73 school year, the Department of Instructional Services for the LEA was administratively restructured. The result was the division of the bilingual program into the Developmental Section and the Instructional Section.

The Developmental Section is primarily responsible for the development of all bilingual-bicultural materials. The Instructional Section is now primarily responsible for implementation and field testing of these materials in classrooms of the LEA.

The developmental phase of the JSCDP underwent several modifications during the fourth year.

a. The strategy now is to contract teachers to write curriculum for the project. As a result, the project can now be more selective in choosing competent teacher-writers and can also offer more teachers in the IEA the opportunity to share their expertise and experiences via the JSCDP instructional unit.
b. The emphasis in the curriculum writing changed significantly. All instructional units now being developed or revised are in Spanish. Texas history and Spanish language arts areas previously neglected in the writing effort, now have top priority in the project. In addition, units in the fine arts (music, art, etc.) have been initiated to supplement the academic areas.

c. The format of the instructional unit has been revised to allow for more flexibility on the part of the teacher.
d. Topics for the instructional units are centered on objectives found in the content guides of the LEA, making possible the wider use of these materials.
e. New packaging procedures have resulted in a kit that furnishes the project teacher all materials needed for teaching the unit.

The instructional phase of the JSCDP has remained basically the same. The addition of more bilingual college work-study interns assigned to project teachers improved and increased the use of the native language in the classroom.

4. Bilingual Office Occupations Curriculum Development

Review of Year Four

Long Range Goals. The goals of this component remain as they were stated in the original proposal. The only thing of significance is the change in the name of the program from Bilingual Vocational Office Education to Bilingual Office Occupations.

Classes being offered in the program are as follows: Shorthand I and II, Business Spanish I and II, Bookkeeping I, and Typing I. Total enrollment is 78.

On October 30, a meeting was called by the district coordinator for practical arts, for the purpose of discussing the program with the vocational education consultant from the Texas Education Agency (TEA). At that time, the consultant assured all present that if the guidelines stated in the modifications were followed, TEA would fund the program at the end of the current Title VIII funding period (or beginning of 1974-75). She recommended that the program should cover more office occupations than those projected. At her suggestion, the name of the program was changed to Bilingual Office Occupations.

On December 15, the coordinator for bilingual instruction and the Program specialist made a visit to Brownsville for the purpose of observing the ongoing Bilingual Office Occupation Program at Brownsville High School. Much information and a variety of materials were gathered and have helped implement the local program for the year 1973-74.

Community involvement as called for in the proposal is in the form of a local advisory committee composed of businessmen. A meeting of business and community leaders was held on January 29, 1973. This was an organizational meeting to elect a chairman and orient members as to their role in assisting the project. Many of the members expressed approval of having a bilingual office education program in the community.

In summary, it can be said that after a slow start, the project has been fully staffed and is finding support from students, district administrators, vocational counselors, and businessmen.

CHAPTER VI

THE TOTAL IMMERSION APPROACH IN THE UNITED STATES

> Biculturalism implies much more than bilingualism. Bilingualism has been defined in a variety of ways, but perhaps the most commonly accepted definition is varying degrees of understanding two languages. But biculturalism implies knowing and being able to operate successfully in two cultures. This means knowing two modes of behavior. It means knowing the beliefs, the values, the customs, and the mores of two different groups of people. The language used at a particular time and place would have the referents in the culture the language represents (Jaramillo, 1972).

The Culver City School District is the first effort in the United States to replicate the Saint Lambert experiment (see Chapter II). The program was started in the fall of 1971 as a pilot project in which 19 five year-old, monolingual English speaking children received all of their kindergarten education in Spanish (Campbell, 1972).

The goals of the program were stated as follows:

1. Students are to acquire native speaker competence in Spanish by the end of sixth grade.
2. Students are to maintain proficiency in English comparable to native English speakers schooled traditionally.
3. Students' performance on all scholastic achievement measures is to be maintained on a par with English speaking peers in Culver City.
4. Students are to develop a positive attitude toward Spanish speakers without losing their sense of identification as members of the Anglo community.

In the fall of 1972, a total of 21 students (15 from the original kindergarten of the previous year plus 6 monolingual or Spanish dominant language children) started in the first grade program. The same year, a new group of kindergarten children was added to the experiment (Cohen, Fier, and Flores, 1973).

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The program is financed by the Culver City Unified School Dist another feature that makes it unique, since most experimental, inno programs in the country are funded by the USOE or by state educatio agencies.

From the very beginning, the children were familiarized with t goals of the program, and they were made aware of the fact that the be taught all of their subjects in Spanish.

The inclusion of six monolingual Spanish speaking children add the cultural authenticity of the atmosphere in the classroom. The speaking children seemed to accept, respect, and appreciate the pre of the Spanish speaking children in the room. Researchers analyzi dren's behavior noted a high degree of acceptance and admiration fr English speaking children toward their Spanish speaking peers.

> Such a finding speaks very highly for a new approach to handling the participation of Anglos in bilingual education programs. Perhaps because the major concern has always been for the culturally different and often economically disadvantaged child, the Anglo student has simply "tagged along" in the Title VII programs. . . . Anglo children should be segregated during the kindergarten year and should be instructed exclusively in their non-native language, be it Spanish, Portugese, French, Chinese, or whatever. Then, bilingual instruction and integrated classrooms should be initiated at the first grade level (if not later). Such an arrangement should benefit not only the Anglo but the minority child as well. In many ways, such an arrangement is putting the shoe on the other foot -- giving the Anglo child a taste of being schooled entirely in a language that is foreign to him, a language that he does not speak at home (Cohen, Fier, and Flores, 1973: p. 2).

As with the experiment in Saint Lambert, the program in Culve enjoyed a high degree of support from the parents whose children a in the project. Vivid testimony of this is the controversy that e the summer of 1972, when citizens from the Culver City community p to the school board that, according to Section 71 of the Education the State of California, the immersion program was illegal. Secti requires that the language of instruction in all the schools in Ca be English.

> The Culver City board voted to initiate a second immer kindergarten class, even if it was illegal. They were willing to take the case to court. At the January 11-

> meeting of the California State Board of Education, the board unanimously approved the Culver City decision to establish a new Spanish only kindergarten class (Cohen, Fier, and Flores, 1973: p. 2).

The children in the project have been tested systematically during the two years the program has been in operation. The results are as follows:

1. The kindergarten experimental group scored significantly lower the comparison group in 1971-72, when given the Harper-Row Reading Readiness Test. This result was predictable since the children had been taught in Spanish only, with no English instruction.

2. The group was also given the vocabulary test. The test comprises 50 items (nouns and adjectives). The scores ranged from 45 to 9, with a mean of 27.2.

3. A Spanish repetition test based on the approach developed by Paula Menyuk (1963) was used to check Spanish syntax and morphology. The test results showed that the children had no problems repeating nouns, pronouns, adjectives, negatives, and prepositions. Other grammatical items such as verbs, articles, and question words presented more difficulty to the children as they tried to repeat them.

4. The Cross-Cultural Attitude Inventory was given to the Experimental Group and to the Control Group (Jackson and Klinger, 1971). The C.C.A.I. presents 11 items depicting Mexican culture, 11 items depicting Anglo culture, and 2 neutral items (school and book).

The test results showed that the experimental group was significantly more positive toward Mexican culture items than was the control group. The comparison group was more positive toward the Anglo culture items than was the experimental group.

5. During the 1972-73 academic year, the students were tested through the Inter-American Test of Comprehension of Oral Language, and the Prueba de Comprensión del Lenguaje Oral, developed by Guidance Testing Associates, Austin, Texas (1970).

6. The children were also tested through the Wide Range Achievement Test, which includes a test of reading, spelling, and mathematics. This test was developed by Guidance Associates (1965).

The results of this test showed that the children, even though they were being taught in Spanish, were in step with average children at their age level in English reading and spelling. In addition, they were ahead in their mathematical computation skills. Their results are shown below:

The average grade-equivalent scores were:

Reading:	1.4
Spelling:	1.5
Math:	2.0

The grade-equivalent score expected for their age group was 1.4 for the three content areas.

The project is in its third year of operation in 1974-75.

Students

There are 27 children in the kindergarten experimental program (out of 87 kindergarten children in the school); 22 in first grade (out of 60); and 2[illegible] in second grade (out of 70). There are 7 Spanish speakers participating in second grade and 2 in first grade. The program intends to expand one grade per year, up to the sixth grade.

Teachers

The kindergarten teacher is Mexican American; the first grade teacher is Anglo (fluent in Spanish); the second grade teacher is Puerto Rican American. The program is directed by the Linwood Howe Elementary Principal.

Curriculum

The state-defined curriculum objectives are implemented, using Spanish as the medium of instruction. English is introduced as a subject in the second grade. Other subjects will also be taught in English in the upper grades.

For the next academic year, the goal is to have the students that are selected by the parents become bilingual and bicultural. The objectives are as follows:

1. By the end of the fourth year in the program (third grade), each student participating in the Spanish as a second language program will:
    a. Display a native-like proficiency in speaking and understanding Spanish.
    b. Exhibit a positive attitude toward the Hispanic culture and representatives of that culture.
    c. Make normal progress in mathematics, reading in English and Spanish, and other areas of the elementary school program.
    d. Maintain a positive self-image as a member of the American community.

2. The upper grade bilingual student will:

   a. Maintain oral and written skills of the Spanish language.
   b. Continue to exhibit a positive attitude toward the Hispanic culture and representatives of that culture.
   c. Continue to make normal progress in mathematics, reading in English and Spanish, and other areas of the elementary school program.
   d. Continue to maintain a positive self-image as a member of the American community.

The research findings of these two years indicate that children learning content areas in a second language can continue to perform at an average or above-average level of proficiency in their mother tongue provided that they are exposed to sound curriculum content, with appropriate methodology, by adequately trained teachers in an environment where the administration and the parents work together to pursue an educational innovation venture.

The author of this monograph strongly recommends that people in bilingual programs read the various research papers published on the Culver City Total Immersion Spanish Program. Among them are those by Pérez (1973), Cathcart (1972), Cohen (1972), and the forthcoming publications by Cohen, Flores, and Broadbent.

The Saint Lambert and the Culver City experiments represent a fresh new venture for American education and may set the pace for future research and development in the area of bilingual-bicultural education.

CHAPTER VII

OFFICIAL ENDORSEMENT OF BILINGUAL EDUCATION: FEDERAL AND STATE LEGISLATION

> Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well organized program which encompasses all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures (USOE, 1970).

The author has witnessed a high degree of misinterpretation and misunderstanding concerning legislation on bilingual programs. Because of the informative nature of this monograph, this chapter will present some selected excerpts from the National Bilingual Act of 1967-68, the California Bilingual Act of 1972, the Texas Bilingual Education Act of 1973, the proposed Bilingual Education Reform Act of 1973, and the Lau v. Nichols case of 1974, decided by the Supreme Court of the United States.

1. The National Bilingual Education Act of 1967 (excerpts)

BILINGUAL EDUCATION ACT

Title VII, Elementary and Secondary Education Act of 1965 as Amended in 1967

Public Law 90 - 247, January 2, 1968

SHORT TITLE

Sec. 701. This title may be cited as the "Bilingual Education Act."

DECLARATION OF POLICY

Sec. 702. In recognition of the special educational needs of the large number of children of limited English speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs. For the purposes of this title, "children of limited English speaking ability" means children who

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come from environments where the dominant language is other than English. (20 U.S.C. 880b) Enacted Jan. 2, 1968, P.L. 90-247, Title VII, sec. 702, 81 Stat. 816.

AUTHORIZATION AND DISTRIBUTION OF FUNDS

Sec. 703. (a) For the purposes of making grants under this title, there is authorized to be appropriated the sum of $15,000,000 for the fiscal year ending June 30, 1968, $30,000,000 for the fiscal year ending June 30, 1969, and $40,000,000 for the fiscal year ending June 30, 1970.

(b) In determining distribution of funds under this title, the Commissioner shall give highest priority to States and areas within States having the greatest need for programs pursuant to this title. Such priorities shall take into consideration the number of children of limited English speaking ability between the ages of three and eighteen in each State. (20 U.S.C. 800b-1) Enacted Jan. 2, 1968, P.L. 90-247, Title VII, sec. 702, 81 Stat.

USE OF FEDERAL FUNDS

Sec. 704. Grants under this title may be used, in accordance with applications approved under section 705, for -

a) planning for and taking other steps leading to the development of programs designed to meet the special educational needs of children of limited English speaking ability in schools having a high concentration of such children from families (A) with incomes below $3,000 per year, or (B) receiving payments under a program of aid to families with dependent children under a State plan approved under Title IV of the Social Security Act, including research projects, pilot projects designed to test the effectiveness of plans so developed, and the development and dissemination of special instructional materials for use in bilingual education programs; and

(b) providing preservice training designed to prepare persons to participate in bilingual education programs as teachers, teacher-aides, or other ancillary education personnel such as counselors, and inservice training and development programs designed to enable such persons to continue to improve their qualifications while participating in such programs; and

(c) the establishment, maintenance, and operation of programs, including acquisition of necessary teaching materials and equipment, designed to meet the special educational needs of children of limited English speaking ability in schools having a high concentration of such children from families (A) with incomes below $3,000 per year, or (B) receiving payments under a program of aid to families with dependent children under a State plan approved under Title IV of the Social Security Act, through activities such as -

(1) bilingual education programs;
(2) programs designed to impart to students a knowledge of the history and culture associated with their languages;
(3) efforts to establish closer cooperation between the school and the home;

(4) early childhood educational programs related to the purposes of this title and designed to improve the potential for profitable learning activities by children;

(5) adult education programs related to the purposes of this title, particularly for parents of children participating in bilingual programs;

(6) programs designed for dropouts or potential dropouts having need of bilingual programs;

(7) programs conducted by accredited trade, vocational, or technical schools; and

(8) other activities which meet the purposes of this title.

(20 U.S.C. 880b) Enacted Jan. 2, 1968, P.L. 90-147, Title VII, sec. 702, 81 Stat. 816.

2. The California Bilingual Education Act of 1972 (excerpts)

Assembly Bill No. 2284

CHAPTER 1258

An act to add Chapter 5.7 (commencing with Section 5761) to Division 6 of the Education Code, relating to bilingual education, making an appropriation therefore and declaring the urgency thereof, to take effect immediately.

[Approved by Governor December 20, 1972.

Filed with Secretary of State

December 20, 1972.]

LEGISLATIVE COUNCIL'S DIGEST (REVISED)

AB 2284, Chacón. Bilingial education.

Enacts Bilingual Education Act of 1972 to promote bilingual programs in public schools.

Requires school districts to undertake census of non-English speaking children and children of limited English speaking ability and to report thereon to Department of Education.

Authorizes prescribed program for bilingual education programs, including provisions re parent and community participation. Requires approval of the State Board of Education for programs which involve special state funding.

Appropriates $5,000,000 to Department of Education for purposes of act for expenditures, as prescribed, in 1972-1973 and 1973-1974 fiscal years.

To take effect immediately, urgency statute.

The people of the State of California do enact as follows:

SECTION 1. Chapter 5.7 (commencing with Section 5761) is added to Division 6 of the Education Code, to read:

CHAPTER 5.7. THE BILINGUAL EDUCATION ACT OF 1972

5761. The Legislature finds that there are large numbers of children in this state who come from families where the primary language is other than English. To determine more exactly the need in this area, an annual census is necessary. The inability to speak, read and comprehend English presents a formidable obstacle to classroom learning and participation which can be removed only by instruction and training in the pupils' dominant language. In many of the public schools an inordinately high percentage of pupils are unable to speak the English language. The Legislature further recognizes that high quality bilingual programs in the public schools would allow the acquisition by students of educational concepts and skills needed to improve the development of human resources in this state. The Legislature finds and declares that a primary goal of such programs is, as effectively and efficiently as possible, to develop in each child fluency in English so that he may then be enrolled in the regular program in which English is the language of instruction.

The Legislature further recognizes that to achieve its intent and purpose it will be necessary to provide means and incentives to train and employ bilingual education teachers and paraprofessional personnel, and to stimulate the hiring of such personnel. It is the intent of the Legislature that public institutions of higher learning shall train bilingual personnel to meet the needs of school districts.

It is the purpose of this chapter to allow public schools of the State of California which choose to participate to establish bilingual education programs. The primary goals of such programs shall be to develop competence in two languages for all participating pupils, to provide positive reinforcement of the self-image of participating children, and to develop intergroup and intercultural awareness among pupils, parents and the staff in participating school districts. Insofar as the individual pupil is concerned, pupil participation is voluntary on the part of the parent. Is is the intent of the Legislature to provide supplemental financial assistance to help school districts to meet most of the special costs of phasing-in bilingual education programs.

5761.1 The State Board of Education shall adopt all rules and regulations necessary for the effective administration of this chapter.

5761.2 (a) "Bilingual education" is the use of two languages, one of which is English, as a means of instruction in any subject or course. It is a means of instruction in which concepts and the information are introduced in the dominant language of the student and reinforced in the second language It recognizes that teaching of language skills is most meaningful and effective when presented in the context of an appreciation of cultural differences and similarities.

(b) "Children of limited English speaking ability" are defined as children who speak a language other than English in their home environment and who are less capable of performing school work in English than in their primary language.

(c) A "non-English speaking child" is a child who communicates in his or her home language only. Such child is unable to conduct basic conversations in English or take advantage from classroom instruction in English.

(d) "Primary language" is a language other than English which is the language which the child first learned or the language which is spoken in the child's home environment.

(e) "Bilingual teacher" means a teacher fluent in both English and the primary language of the limited English speaking pupils in a bilingual program. Such a teacher need not be certificated to teach in both languages, and may be exempted from other certification requirements as set out in Section 5764.

(f) "Bilingual aide" means an aide fluent in both English and the primary language of the limited English speaking pupils in a bilingual program.

(g) "Board" means the State Board of Education.

(h) "Superintendent" means the Superintendent of Public Instruction.

(i) "Project" means an organized undertaking in bilingual education which includes, but is not limited to (1) a description of the undertaking, (2) a listing of the goals and objectives to be achieved, (3) a statement of the teaching methods to be used, and (4) a statement of the methods to be used in evaluating the success of the project.

5761.3 Each school district shall ascertain, not later than the first day of March of each year, under regulations prescribed by the State Board of Education, the number of children of limited English speaking ability within their school system, and shall classify them according to their primary language. Those children who are non-English speaking shall be counted separately. The results of this census shall be reported to the Department of Education by the first day of April of each year.

5761.4 Each non-English speaking child shall receive special assistance from the school district which he attends. This instructional assistance shall be provided in any manner approved by the local board of education. This section shall not be construed to require participation by any school district in the bilingual program established by this chapter.

3. The Texas Bilingual Education Act of 1973 (excerpts)

S. B. No. 121

AN ACT

relating to bilingual education programs in the public schools and to bilingual training institutes for training public school personnel; providing for funding; amending Texas Education Code as follows: amending Chapter 21 by amending Section 21.109 and adding a new Subchapter L; adding a new Section 11.17 to Subchapter A, Chapter 11; adding a new Subsection 12.05 to Subchapter A, Chapter 12; and declaring an emergency

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. Chapter 21, Texas Education Code, is amended by adding Subchapter L to read as follows:

'SUBCHAPTER L. BILINGUAL EDUCATION

'Section 21.451. STATE POLICY. The Legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the eduction of children whose native tongue is another language. The Legislature believes that a compensatory program of bilingual education can meet the needs of those children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational needs of children of limited English speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

"Section 21.452. DEFINITIONS. In this subchapter the following words have the indicated meanings:

'(1) 'Agency' means the Central Education Agency.

'(2) 'Board' means the governing board of a school district.

'(3) 'Children of limited English speaking ability' means children whose native tongue is a language other than English and who have difficulty performing ordinary classwork in English.

'Section 21.453. ESTABLISHMENT OF BILINGUAL PROGRAMS.

"(a) The governing board of each school district shall determine not later than the first day of March, under regulations prescribed by the State Board of Education, the number of school-age children of limited English speaking ability within the district and shall classify them according to the language in which they possess a primary speaking ability.

"(b) Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy set out in Section 21.451 of this Act, shall institute a program of bilingual instruction for the children in each language classification commencing in the first grade, and shall increase the program by one grade each year until bilingual instruction is offered in each grade up to the sixth. The board may establish a program with respect to a language classification with less than 20 children.

'Section 21.454. PROGRAM CONTENT; METHOD OF INSTRUCTION

"(a) The bilingual education program established by a school district shall be a full-time program of instruction (1) in all subjects required by law or by the school district, which shall be given in the native language of the children of limited English speaking ability who are enrolled in the program, and in the English language; (2) in the comprehension, speaking, reading, and writing of the native language of the children of limited English speaking ability who are enrolled in the program, and in the comprehension, speaking, reading, and writing of the English language; and (3) in the history and culture associated with the native language of the children of limited English speaking ability who are enrolled in the program, and in the history and culture of the United States.

"(b) In predominantly nonverbal subjects, such as art, music, and physical education, children of limited English speaking ability shall participate fully with their English speaking contemporaries in regular classes provided in the subjects.

"(c) Elective courses included in the curriculum may be taught in a language other than English.

"(d) Each school district shall insure to children enrolled in the program a meaningful opportunity to participate fully with other children in all extracurricular activities.

'Section 21.455. ENROLLMENT OF CHILDREN IN PROGRAM.

"(a) Every school-age child of limited English speaking ability residing within a school district required to provide a bilingual program for his classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will enable him to perform successfully in classes in which instruction is given only in English, whichever first occurs.

"(b) A child of limited English speaking ability enrolled in a program of bilingual education may continue in that program for a period longer than three years with the approval of the school district and the child's parents or legal guardian.

"(c) No school district may transfer a child of limited English speaking ability out of a program in bilingual education prior to his third year of enrollment in the program unless the parents of the child approve the transfer in writing, and unless the child has received a score on an examination which, in the determination of the agency, reflects a level of English language skills appropriate to his or her grade level. If later evidence suggests that a child who has been transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a time equal to that which remained at the time he was transferred.

"(d) No later than 10 days after the enrollment of a child in a program in bilingual education the school district shall notify the parents or legal guardian of the child that the child has been enrolled in the program. The notice shall be in writing in English, and in the language of which the child of the parents possesses a primary speaking ability.

'Section 21.456. FACILITIES; CLASSES.

"(a) Programs in bilingual education, whenever possible, shall be located in the regular public schools of the district rather than in separate facilities.

"(b) Children enrolled in the program, whenever possible, shall be placed in classes with other children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school district shall insure that the instruction given each child is appropriate to his or her level of educational attainment, and the district shall keep adequate records of the educational level and progress of each child enrolled in the program.

"(c) The maximum student-teacher ratio shall be set by the agency and shall reflect the special educational needs of children enrolled in programs of bilingual education.

'Section 21.457. COOPERATION AMONG DISTRICTS.

"(a) A school district may join with any other district or districts to provide the programs in bilingual education required or permitted by this subchapter. The availability of the programs shall be publicized throughout the affected districts.

"(b) A school district may allow a nonresident child of limited English speaking ability to enroll in or attend its program in bilingual education, and the tuition of the child shall be paid by the district in which the child resides.

4. Bilingual Education Reform Act of 1973. (Proposed)

As published in Congressional Record, Vol. 119, No. 150. Washington, Tuesday, October 9, 1973. (Reprinted here "in extenso")

BILINGUAL EDUCATION REFORM ACT OF 1973

COMPREHENSIVE BILINGUAL EDUCATION AMENDMENTS ACT OF 1973

S.2552. A bill to improve bilingual and bicultural educational opportunities for children of limited English speaking ability. Referred to the Committee on Labor and Public Welfare.

S.2553. A bill to amend Title VII of the Elementary and Secondary Education Act of 1965 to extend, improve, and expand programs of bilingual education, teacher training, and child development. Referred to the Committee on Labor and Public Welfare.

MR. MONTOYA. Mr. President, the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, has been in operation for 7 years. When we began this effort to assist the states in providing educational equality for children who speak a language other than English, we were embarking on a voyage into the unknown: we knew the need existed, but we did not know its limits or the best way to go about filling that need.

On July 12 of this year I made a statement to this body concerning our effort to correct the serious educational inequalities faced by these minority children -- and our failure to do the job so far.

Today I am joining Senator Cranston and Senator Kennedy in proposing amendments to our bilingual education legislation in an attempt to improve and expand on the original legislation. It is time for us to incorporate the knowledge we have gained in the last few years into our national program. It is time to reassess our plans and our problems. It is time to concede our inadequacies and to reaffirm our determination to work toward the goal of the best possible education for every American child.

On July 12 I spoke to you of the 7 million children who are victims of an educational system which is not yet equipped to teach them: Children who speak and think in one language and are asked to learn in another. The original intent of the Bilingual Education Act was to create educational programs which would provide these children with a new way to learn in two languages at once, and would make them truly bilingual. We wanted to give them the opportunity to speak and read and write in two languages: In English, which is the language of the majority, and in their own language -- Spanish, or French, or Indian, or Chinese -- the language of their heritage, their home, and their community. We wanted to give them fluency in their native language and pride in their heritage, as well as the ability to live and work in a nation whose primary vernacular was English.

Our efforts were not entirely altruistic. We wanted to keep those children in school and to teach them enough so that they could become productive and participating members of our society, instead of becoming the dropouts and welfare recipients of the future. The money we provided for that extra educational effort would not only provide educational equality to those children, it would be an investment in the future well-being of this Nation.

Unfortunately, we have never been able to provide the money which would accomplish a real educational breakthrough for these children. We have only reached 2 percent of those youngsters who need bilingual education with our Federal programs, even in our most successful year. We found it hard to explain the educational handicaps of culturally different students to the rest of the taxpaying public.

But the last few years have seen many changes in our understanding of the problems of minority groups. The Civil Rights Commission has done an indepth study of the education of the Mexican American children of the Southwest. Puerto Ricans, Spanish speaking Americans, Cuban refugees, Indian Tribes, and other groups have all organized themselves to provide us with new data and new ideas. The Office of Education and the Department of Labor have brought our statistics up to date.

Educators have made great strides too. They know now that exclusion from your own cultural heritage and history, from your language and community, can be so destructive of the self-confidence of a student that he gradually loses his ability to learn. We know that we can change that, and can provide an educational experience which enriches both the minority child and the English speaking child who is lucky enough to share in a bilingual and bicultural program. In the relatively few places where we have been able to provide model programs, we have made significant progress in cutting the dropout rates and in raising the educational attainment of all children.

The most serious discovery we have made is that we do not have the teachers or even the teacher-training programs to handle the problem nationwide. The tiny teacher-training effort we made through the EPDA under the Higher Education Act has not disappeared entirely -- and was never enough to provide the thousands of teachers we would need to make bilingual education really work.

The junior colleges and community colleges, where most of these minority students go to school if they stay in the educational system, are not equipped

themselves to teach bilingually, and are not ready to provide teacher-training programs which will lead to a large enough increase in number of teachers. Yet these schools are the ones which most clearly understand the problem and the need because they are closest to the target minorities.

Dr. Charles Leyba, director of project Maestro at California State College in Los Angeles, has recently sent me the preliminary report of a survey done on the bilingual projects funded under Title VII. The responses to his questionnaire from directors in 106 of the 217 funded projects present a representative picture and dismaying one for those of us who are concerned about the real future of bilingual education.

In the districts covered there was a need for 35,117 bilingual teachers, but only 9,448 teachers who were actually bilingual. Colleges in the area were only preparing 2,000 bilingual teachers, yet these projects were in areas where 44 percent of the children were bicultural/bilingual children. Obviously, the need for bilingual education is not being met, even in these limited number of specially favored districts.

Even more discouraging, in the schools studied where a bilingual program was actually in operation, only 1,951 of the 2,772 teachers in bilingual programs were actually bilingual themselves. In other words, almost one-third of the teachers who were trying to teach a bilingual program were not able to speak to the children in their own language or were not able to read and write in both languages. And these, Mr. President, are our best programs -- the programs selected for Federal funding under current budget limitations.

Language development, ethnic history studies, and new methods of teaching are all high on the list of both preservice and inservice training requirements mentioned by administrators in these programs. Unfortunately, the programs to provide that teacher training do not yet exist in sufficient amount to fill the need.

The amendments we are offering today will begin to provide for the in-depth teacher need more realistically. Provision is made in these amendments for both innovative new programs and for ongoing development of short-term and long-term special training programs. Provision for the development of new books, new testing materials, new visual aids and equipment, and new curriculum plans is important in connection with any teacher-training plans we make. It will be necessary to develop many new ways of doing the things we have done before. Education with only one language and one cultural slant is simpler, and is of course less rewarding than bilingual education. Now that we are able to utilize and understand the multicultural heritage and the multilingual capabilities which are an untapped national resource, we will be better able to expand on the educational offering we make to all children. But we must learn the best ways to use the new resource; like any new field of education, this will require the research and development effort which is provided for in these amendments.

One of the problems faced by any national program of this kind is the great variation in State needs, State requirements, and State capabilities. In recent years several States have rewritten their laws and have developed excellent bilingual State programs, but many States still have no real programs planned. The National Advisory Council on the Education of Disadvantaged

Children has recently presented a report to the President and the Congress concerning America's educationally neglected children, and it provides a survey of the various State bilingual/bicultural legislation currently in existence.

I think every Member of Congress should be aware of the problem as it exists in his own State and of the State legislation which addresses that problem. Populations shift so rapidly in these times that States which have historically not had to face bilingual or bicultural education problems are now recognizing new needs and are developing new solutions.

Since each State has a somewhat different concern, and some States are better equipped financially to provide for educational needs than others, it is essential that the Federal program be concerned with the different needs and the different legislative responses, as they develop. The Cuban child in Florida, the Mexican American child in Texas, the Indian child in New Mexico, the Chicano child in California, the Eskimo child in Alaska, the Puerto Rican child in New York -- all of these children face the same difficulties, but may be helped by slightly different solutions. The flexibility of our programs and our guidelines will be important as we move ahead in finding educational solutions.

In order to properly address all of these facets of the bilingual/bicultural Federal effort, the amendments offered today provide for the creation of a Bureau of Bilingual Education and for a National Advisory Council to assess our needs and to coordinate new ideas. With that provision we will be better able to provide cooperation between the Federal, State, or local programs and to offer needed new tools as rapidly as possible. Cooperation between parent, community and school will be encouraged so that participation by minority groups at the local level will be developed to desirable levels.

Mr. President, this legislation will not provide all that is needed. We are only beginning to understand the desperate situation in which these children have been placed, and we are only beginning to understand the commitment we must make in order to truly provide equality of educational opportunity for them. The legislation proposed today will continue our national effort, and will expand our national program in such a way that imagination and creativity can produce real progress. The changes are essential if we are going to educate our bicultural children. But the future possibilities of these programs are beginning to take shape. It is becoming apparent that bilingual/bicultural education will mean hope for the disadvantaged child who speaks and thinks in a language other than English. If we can develop the programs to fill the needs of these children, we will also be opening new vistas and new doors to all children. The provision in this legislation for participation by English speaking children means that we want to offer a greater educational opportunity to the average American child. As we develop our own national multicultural resources we will be preparing all children for a better future in a multicultural and multilingual world.

I urge every Senator and every Congressman to examine the bilingual/bicultural needs of his own State and of this Nation -- and to support the amendments which are being proposed today.

5. The Lau v. Nichols Case, 1974 (excerpts)

SUPREME COURT OF THE UNITED STATES

Syllabus

LAU et al. v. NICHOLS et al.

CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE NINTH CIRCUIT

No. 72-6520. Argued December 10, 1973-Decided January 21, 1974

The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program and thus violates 601 of the Civil Rights Act of 1964, which bans discrimination based on "the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. pp. 2-6. 483 F. 2d 791, reversed.

Douglas, J., delivered the opinion of the Court, in which Brennan, Marshall, Powell, and Rehnquist, JJ., joined. Stewart, J., filed an opinion concurring in the result, in which Burger, C.J., and Blackmun, J., joined. White, J., concurred in the result. Blackmun, J., filed an opinion concurring in the result, in which Burger, C.J., joined.

SUPREME COURT OF THE UNITED STATES

No. 72-6520

Kinney Kinmon Lau, a Minor by and Through Mrs. Kam Wai Lau, His Guardian ad litem, et al., Petitioners,

v.

Alan H. Nichols et al.

On Writ of Certiorari to the United States Court of Appeals for the Ninth Circuit.

(January 21, 1974)

Mr. Justice Douglas delivered the opinion of the Court.

The San Francisco California school system was integrated in 1971 as a result of a federal court d ree, 339 F. Supp. 1315. See Lee v. Johnson, 404 U.S. 1215. The District Court found that there are 2,856 students of Chinese ancestry in the school system who do not speak English. Of those who have that language deficiency, about 1,000 are given supplemental courses in the English language.[1] About 1,800, however, do not receive that instruction.

LAU v. NICHOLS

This class suit brought by non-English speaking Chinese students against officials responsible for the operation of the San Francisco Unified School District seeks relief against the unqequal educational opportunities which are alleged to violate the Fourteenth Amendment. No specific remedy is urged upon us. Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others. Petitioner asks only that the Board of Education be directed to apply its expertise to the problem and rectify the situation.

The District Court denied relief. The Court of Appeals affirmed, holding that there was no violation of the Equal Protection Clause of the Fourteeneth Amendment nor of 601 of the Civil Rights Act of 1964, which excludes from participation in federal financial assistance, recipients of aid which discriminate against racial groups, 483 F. 2d 791. One judge dissented. A hearing en banc was denied, two judges dissenting. Id., at 805.

We granted the petition for certiorari because of the public importance of the question presented, 412 U.S. 938.

The Court of Appeals reasoned that "every student brings to the starting line of his educational career different advantages and disadvantages caused in part by social, economic and cultural background, created and continued completely apart from any contribution by the school system," 483 F. 2d, at 497. Yet in our view the case may not be so easily decided. This is a public school system of California and 571 of the California Education Code states that "English shall be the basic language of instruction in all schools." That section permits a school district to determine "when and under what circumstances instruction may be given bilingually." That section also states as "the policy of the state" to insure "the mastery of English by all pupils in the schools." And bilingual instruction is authorized "to the extent that it does not interfere with the systematic, sequential, and regular instruction of all pupils in the English language."

---

[1] A report adopted by the Human Rights Commission of San Francisco and submitted to the Court by respondent after oral argument shows that, as of April 1973, there were 3,457 Chinese students in the school system who spoke little or no English. The document further showed 2,136 students enrolled in Chinese special instruction classes, but at least 429 of the enrollees were not Chinese but were included for ethnic balance. Thus, as of April 1973, no more than 1,707 of the 3,457 Chinese students needing special English instruction were receiving it.

Moreover, 8573 of the Education Code provides that no pupil shall receive a diploma of graduation from grade 12 who has not meet the standards of proficiency in "English," as well as other prescribed subjects. Moreover, by 12101 of the Education Code children between the ages of six and 16 years are (with exceptions not material here) "subject to compulsory full-time education."

Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, text books, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must have already acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

We do not reach the Equal Protection Clause argument which has been advanced, but rely solely on 601 of the Civil Rights Act of 1964, 42 U.S.C. 2000 (d) to reverse the Court of Appeals.

That section bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance." The school district involved in this litigation receives large amounts of federal financial assistance. HEW, which has authority to promulgate regulations prohibiting discrimination in federally assisted school systems, 42 U.S.C. 2000 (d), in 1968 issued one guideline that "school systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system." 33 CFR 4955. In 1970 HEW made the guidelines more specific, requiring school districts that were federally funded "to rectify the language deficiency in order to open" the instruction to students who had "linguistic deficiencies," 35 Fed. Reg. 11595.

By 602 of the Act HEW is authorized to issue rules, regulations, and orders[2] to make sure that recipients of federal aid under its jurisdiction conduct any federal financed projects consistently with 601. HEW's regulations specify, 45 CFR 80.3 (b)(1), that the recipients may not:

> "Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program;
>
> . . .
>
> "Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program"

---

[2] Section 602 provides:

"Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 2000d of this title with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken . . ."

Discrimination among students on account of race or national origin that is prohibited includes "discrimination in the availability or use of any academic . . . or other facilities of the grantee or other recipient." Id., 80.5 (b).

Discrimination is barred which has that effect even though no purposeful design is present: a recipient "may not . . . utilize criteria or methods of administration which have the effect of subjecting individuals to discrimination" or has "the effect of defeating or substantially impairing accomplishment of the objectives of the program as respect individuals of a particular race, color, or national origin." Id., 80.3(b)(2).

It seems obvious that the Chinese speaking minority receives less benefits than the English speaking majority from respondents' school system which denies them a meaningful opportunity to participate in the educational program -- all earmarks of the discrimination banned by the Regulations.[3] In 1970 HEW issued clarifying guidelines (35 Fed. Reg. 11595)which include the following:

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." (Pet. Br. App. 1a).

"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational deadend or permanent track." (Pet. Br. p. 2a).

Respondent school district contractually agreed to "comply with Title VI of the Civil Rights Act of 1964 . . . and all requirements imposed by or pursuant to the Regulations" of HEW (45 CFR Pt. 80) which are "issued pursuant to that title . . ." and also immediately to "take any measures necessary to effectuate this agreement." The Federal Government has power to fix the terms on which its money allotments to the States shall be disbursed. Oklahoma v. Civil Service Commission, 330 U.S. 127, 142-143. Whatever may be the limits of that power, Steward Machine Co. v. Davis, 301 U.S. 548, 590 et seq., they have not been reached here. Senator Humphrey, during the floor debates on the Civil Rights Act of 1964, said:[4]

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination."

We accordingly reverse the judgment of the Court of Appeals and remand the case for the fashioning of appropriate relief.

Reversed.

Mr. Justice White concurs in the result.

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[3]And see Report of the Human Rights Commission of San Francisco, Bilingual Education in the San Francisco Public Schools, Aug. 9, 1973.

[4]110 Cong. Rec. 6543 (Senator Humphrey quoting from President Kennedy's message to Congress, June 19, 1963.)

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

> An innovation is a break with routine and habit; it disrupts unreflective ways of thinking, feeling, and behaving; it requires a heightened measure of attention and interest in the matters at hand; it forces the participants, and especially the creators, to think in fresh ways about familiar subjects, to reconsider old assumptions (Martin Trow, 1969).

While compiling data to identify exemplary programs, the author reviewed 32 proposals for bilingual education and analyzed some curriculum components.

Even though this monograph is mainly informative, it might be of some value to the reader to be aware of some basic issues which continue to plague bilingual education efforts.

A. Bruce Gaarder, of the Office of Education, HEW, reviewed the first 76 bilingual education projects initially funded by OE (1970 pp. 163-68). He found some startling data which showed serious flaws in the rationale, goals, design, and implementation of several programs.

Gaarder's report was intended to examine some of the salient features of the plans of operation of those programs and to provide an analytical scheme and criteria for judging their effectiveness:

> It reveals what appears to be, in a large majority of them, such inadequate attention -- time, resources, and understanding -- to the other tongue, as compared to the attention paid to English that, on the whole, the concept of bilingual education represented by these plans of operation seems to be something less than the legislation and its advocates intended (p. 163).

If the reader is familiar with more than three bilingual programs today, he will notice that Gaarder's remark is as relevant today as it was five years ago.

When analyzing teacher training in the various programs, Gaarder shows deep concern about the preparation of those teachers charged with the responsibility of teaching in the mother tongue:

p 110 blank

> Are the 'other-medium' teachers (those expected to teach some or all of the regular school subject areas through the children's mother tongue) adequately prepared for bilingual schooling? There is evidence that most of them are not (p. 166).

The problem of professional preparation and its implication in terms of salary was also a concern in the sixties and continues to be an issue in the seventies.

> To a large extent the projects expect to depend on the teaching services of aides, sometimes called para-professionals, 'bilingual' individuals usually drawn from the community, rarely required to be literate in the non-English tongue, and paid disproportionately low wages (p. 166).

It is the serious belief of the author of this monograph, even to the extent of being dogmatic, that if bilingual programs are going to use members of the community to each subject matter (reading, science, mathematics) in the mother tongue, it is the responsibility of the program to provide these people adequate training (systematic preservice and inservice) and also pay them professional wages. Anything else would be paying lip service to bilingual education and doing a disservice to bilingual children.

One of the most astonishing examples of unrealistic expectations is shown in some of the programs when they state instructional outcomes. Again, Gaarder reports:

> In one plan the measurement of behavioral objectives includes listening to tapes of three sentences each in Castilian Spanish and British English and repeating them in 'Mexican Spanish' and 'United States English' (p. 169).

Anyone with rudimentary knowledge of dialectology can predict that the only person who could meet that objective would have to be an outstanding comedian with a tremendous capacity for imitating accents.

By the same token, Olivia Martínez (1972) makes a strong case for the improvement of curriculum and evaluation efforts in bilingual education:

> Today there exists a hodgepodge of programs under the banner of bilingaul education, but not that many that actually practice what they preach (p. 2).

During the International Multilingual Multicultural Conference in San Diego, California, Carmen Pérez and Carmen Rodríguez (1973) reported a survey of all operative Title VII projects in 1969-70. The survey was conducted by Project Best, headquartered at Hunter College, New York. It was based

on questionnaires sent to the program directors with data gathered from funding proposals.

> Results indicate that many of the projects were not meeting Title VII guidelines for bilingualism, yet managed to obtain funding anyway (p. 12).

During theperiod 1967-69 the author of this monograph recorded and analyzed a sample of the speech of five year-old Spanish speaking children in Texas. Listed below are some of the recommendations he presented in his dissertation (1969):

Curriculum

1. Planning of bilingual curriculum to provide for all bilingual students.

2. A program flexible enough to provide for slow learners and bright students as well.

3. The language program should provide for positive transfer and reinforcement.

4. Emphasis on Spanish as the home language and enrichment courses in the language.

5. Emphasis on English as a second language in the initial stages.

Teachers

1. All universities in the Southwest should offer a major in bilingual education.

2. Non-Spanish speaking teachers who are in charge of the education of Spanish speaking children should have at least six hours of college Spanish or its equivalent, and a minimum degree of fluency in the language.

3. The preparation of bilingual teachers should start with the identification of prospective teachers in the high school, and also in the freshman and sophomore years of colleges in the Southwest.

4. The training of bilingual teachers should include some basic knowledge of linguistics, psycholinguistics, and sociolinguistics, with special emphasis on the status of languages existing in linguistic borders.

5. Supervisors and instructors of bilingual teachers should have all the qualifications mentioned in No. 4 plus a good command of both languages and adequate training in supervision of instruction.

6. The whole faculty of bilingual schools should be trained in programs with a multidisciplinary approach to teaching, with emphasis on anthropological linguistics and related areas.

7. There should be a special course on the psychology of bilingualism and its implications in bilingual teaching.

8. Universities should start offering a major in counseling for bilingual children.

9. It would be advisable to found a bilingual teachers college to prepare educators, administrators, supervisors, and coordinators of bilingual schools all over the United States.

Materials

All elementary schools in the Southwest should have:

1. A good supply of bilingual dictionaries.

2. Bilingual textbooks where some consideration is given to the proficiency of the children in either language.

3. Audiovisual aids especially designed for bilingual instruction.

4. A good supply of books in Spanish with cartoons, tales, poems, riddles, and traditional stories from Spanish speaking countries.

Needed Research

1. It is necessary to encourage investigators to study the area of language acquisition in bilinguals.

2. A survey of the psychological, emotional, and intellectual aspects influencing the learning process in bilingual students.

3. A systematic study of child language.

4. A study of the validity and reliability of tests for monolinguals as applied to bilinguals.

5. An appraisal of the several tests for bilinguals that have been applied during the twentieth century, whose results have been contradictory.

6. A survey of tests being developed and the preparation of a battery of tests especially designed for bilinguals.

7. Study the language aptitude of bilinguals.

8. Study attitudes of bilinguals toward their mother tongue and the implications this may have in terms of bilingual education.

9. An appraisal of communication media, especially educational television and its possible application to bilingual education.

10. Study the effectiveness of pedagogical devices, such as the audiolingual approach and the various methods to teach reading, in the language instruction of bilinguals.

> 11. Survey the language situation in bilingual communities that are considered disadvantaged as compared to bilingual communities with a higher status (pp. 192-96).

Steve Moreno (1970) is one of several educators concerned with the quality of education for bilingual children who have expressed their dissatisfaction with existing practices in the development of curricular materials, teaching training, and evaluation instruments. Speaking of the urgent need for systematized curriculum design and assessment instruments in bilingual programs, he recommends the following priorities:

> 1. A bicultural ability test in English and/or Spanish that measures ability equally in either language.
> 2. Tests to measure degrees of bilingualism.
> 3. A list of "academic" priorities for bilingual children.
> 4. Development of curriculums best suited for various degrees of bilingualism, and based on academic priorities and behavioral objectives.
> 5. Longitudinal studies designed to measure long term effect of special curriculums.
> 6. Establishment of language development classes for those bilingual Mexican American children who are supposedly "functional" in English, but that lack language development necessary to improve their socioeconomic status.
> 7. Conduct reverse longitudinal studies on successful Mexican Americans to determine the predictive validity of most commonly used "entrance" exams (ACT, GATB, GRE, etc.) and aptitude tests.
>
> Until these steps are properly taken, the testing of Mexican American children will remain a scientific morass and a lucrative playground for misguided research (pp. 27-28).

The opinions and recommendations of educators such as Josué González, Olivia Martínez, A. Bruce Gaarder, and Steve Moreno are a clear indication that quite a few bilingual education programs need to re-evaluate their goals, rationale, curriculum design, materials development, teacher training, and community input.

It is also necessary to stop or slow down the excessive production of teaching materials of dubious pedagogical value and to start controlled research designs to test specific curriculum contents, methods, and assessment instruments. For example, in the teaching of English reading in

bilingual programs, various methods and techniques are used according to the books that the program may have bought (phonics, language experience, sight reading, linguistic, etc.). In the teaching of Spanish reading, again various methods are used (método onomatopéyico, fono-visual, global, lectura a base de experiencias, método fonético, etc.). Nevertheless, the author of this monograph does not know of any bilingual program where these various methods are being tested in order to determine some crucial factors such as phonic interference or positive transfer of reading skills.

Finally, it is important to mention the generalized phenomenon of language switch, linguistic borrowing, and phonological, structural, and semantic recycling. Bilingual children are usually penalized for using a mixture of the mother tongue and the dominant language. This author has found this phenomenon to be highly persistent throughout Latin America and in various linguistic groups in Europe.

> It is necessary to make English speaking and Spanish speaking people aware of the fact that in an area like the Southwest, where two languages are in contact, it is bound to have transfer, borrowings, and structural interference from one language to the other. There seems to be a certain degree of scorn toward the Spanish speaking person who uses words such as "lonche" (from "lunch"), "puchar" (from "to push"), and "mapear" (from "to mop") in his Spanish, and people refer to his language as "Tex-Mex," identifying this term with low quality.
>
> Nevertheless, English speakers use terms such as "lariat" (from "la reata"), "mustang" (from Mexican Spanish "mestengo", from Spanish "mesteño"), "barbecue" (from Spanish "barbacoa"), and absolutely no one refers to this as "Mex-Tex" (word coined by the author).
>
> The same is the Spanish speaker who addresses the waitress and says, "Quiero un hot dog, por favor," the English speaking person will enter the restaurant and say, "I'd like to have two tamales." There is no way for them to be able to find a word in English for "tamales" and a Spanish term for "hot dog." (The literal translation might be rather awkward.) This "Spanglish" situation is typical of communities where the local vernacular is highly influenced by two unrelated languages, in this case a Germanic and a Romance language (Cornejo, 1973: p. 92).

In conclusion, bilingual programs in the United States represent a tremendous potential for upgrading the education of the linguistic communities of the country. New approaches, new research designs, new generations

of educators will make the difference. The "total immersion" approach seems to be a fresh, dynamic new start. More school districts in the country should follow the example of the Culver City experiment. More bilingual-bicultural communities should try a bilingual approach to the teaching of their children. More monolingual parents should dare their own reservations and offer their monolingual children the unique and fascinating experience of learning through the language spoken by other linguistic communities. If these efforts continue to expand, American society will be enriched by a new generation of children who will understand, respect, and identify with the language and culture of other children in their social milieu. Thus, the "melting pot" theory will acquire a newer, richer dimension in the framework of a pluralistic, multicultural society.

APPENDIX

DEMOGRAPHIC CHECKLIST

Bilingual Programs
1973-1974

A. General Information:

1. Project Title _____

2. Project Director _____

3. School District _____

_____

4. Address _____

_____

_____

5. Phone Number _____

---

* This checklist was developed to organize information about exemplary programs.

p. 118 blank

B. Statistics:

1. Number of schools participating _____
2. Grade levels participating _____
3. Number of classes _____
4. Number of students (Total) _____

Mexican American _____

Anglo _____

Black _____

_____ _____

_____ _____

_____ _____

C. Curriculum and Instruction:

1. Content areas taught in Spanish to Spanish speaking children _____

_____

_____

_____

_____

_____

2. Content areas taught in English to Spanish speaking children _____

_____ _____

_____ _____

_____ _____

3. Content areas taught in Spanish to English speaking children

_____ _____

_____ _____

_____ _____

4. Content areas taught in English to English speaking children

_____ _____

_____ _____

_____ _____

5. Content areas taught bilingually

_____ _____

_____ _____

_____ _____

6. Subject matter started in the mother tongue

_____ _____

_____ _____

_____ _____

7. Subject matter started in the second language

_____ _____

_____ _____

_____ _____

D. Method(s) used in teaching:

1. English Reading _____
2. Spanish Reading _____
3. English Oral Language _____
4. Spanish Oral Language _____

E. Materials Used:

1. Commercial _____
2. Experimental _____
3. Locally developed _____

F. Source of materials:

1. Imported _____
2. U.S.A. produced _____
3. Adapted _____
4. Locally produced _____

G. Staffing:

1. Bilingual teachers _____
2. Monolingual teachers _____
3. Bilingual aides _____
4. Monolingual aides _____

H. Teacher training:

1. Subject matter methodology _____

2. Testing _____

_____

3. Culture _____

I. Preparation of teaching materials (including adaptations):

_____

_____

J. Assessment:

1. The students gained (did not gain) in the following content areas for the reasons listed

		Reason
Gained	_____	_____
	_____	_____
	_____	_____
	_____	_____
Did not gain	_____	_____
	_____	_____
	_____	_____

K. Community and parent involvement:

The community was involved in the following program tasks:

planning _____

designing _____

writing curriculum _____

evaluating _____

L. Assessment:

The program was evaluated by the following agency, and the findings were reported as follows:

Agency _____

Findings _____

_____

_____

_____

_____

M. Student progress in the various subjects was evaluated by means of the following instruments:

Subject	Tests
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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ABOUT THE AUTHOR

Ricardo Cornejo is presently Director of SOBAR - Español, Center for the Study of Evaluation, University of California at Los Angeles. A native of Santiago, Chile, Dr. Cornejo was the recipient of a Fulbright Scholarship to come to the United States and pursue graduate studies in Modern Language Education at Michigan State University. After obtaining his Masters degree, he completed his graduate studies under an Office of Education Fellowship at the University of Texas, Austin. His areas of professional interest include educational research, bilingual education, English and Spanish as second languages, bilingual reading and sociolinguistics.